
THE STUDENT TEACHING EXPERIENCE:
MENTOR TEACHERS' SELF-REPORTED MENTORING BEHAVIORS,
CHALLENGES, AND RESOURCE UTILIZATION

A Thesis
Presented to
The School of Education
Drake University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Science in Education
Program: Curriculum and Teaching Management

by Stephanie Ann Epp
May 2000

2000
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An abstract of a Thesis by
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Mentor teachers working with Drake University student teachers during the Fall 1998 and Spring 1999 semesters were surveyed regarding beliefs about their mentoring role in working with student teachers. Survey data, collected from forced-choice and open-ended items, included mentor teachers' valuing of forms of training and support provided by Drake University, preferences for mentoring behaviors, challenges in working with student teachers, and utilization of resources for their mentoring role. Spring 1999 mentor teachers were invited to participate in a listserv discussion focusing on principles of Cognitive Coaching. The impact of the listserv discussion forum on the beliefs and mentoring practices of subscribing mentor teachers is also reported. Descriptive statistics were employed to analyze survey results. Recommendations for mentor teacher training and support based on survey findings are provided.

CHAPTER 1

Introduction

A story is told of a scholar who lived in a country with no fruit trees. Reading marvelous descriptions of fruit in his books, the young man decided to experience fruit for himself. He went to the village market and asked if anyone knew where he could find fruit. One merchant was able to help. He gave the scholar a detailed map showing the way to a distant country where fruit trees grew. The scholar followed the merchant's directions carefully and eventually reached his destination. Now it happened that the scholar's arrival occurred in spring when the apple trees were in bloom. Full of anticipation, the young man entered the orchard, picked a blossom from one of the limbs of an apple tree, and ate it. He was greatly disappointed in the taste and, trying blossom after blossom, found none pleasing. The scholar returned home and reported to all his countrymen that "fruit was a much overrated food." Paraphrased from *Halcomb's Evaluation Parables* (as cited in Patton, 1990), the tale serves as a metaphor for the complex dynamics of the student teaching experience.

Student teaching and the young scholar's quest for fruit are both centered upon the value of experience in learning. However, as Dewey (1938) wrote, "It is not enough to insist upon the necessity of experience, nor even of activity in experience. Everything depends upon the *quality* of the experience" (p. 27). The quality of the scholar's experience in the apple orchard was determined in

large part by the nature of his earlier interactions with the merchant. Within student teaching, the cooperating teacher is the single most important influence in establishing the quality of the experience (Guyton & McIntyre, 1990). An example of cooperating teacher influence can be found in Yee's seminal (1969) study of student teachers' shift toward attitudes held by their cooperating teachers. Zimpher, deVoss, and Nott, (1980) would support the concept of the cooperating teacher's influence, noting that preservice teachers adhere closely to the approaches to teaching modeled by their cooperating teachers.

The parable also sheds light on the relationship between role perceptions and behavior. The merchant, as regional fruit expert, had experience with fruit and where to find it. This practical knowledge enabled him to provide the young man with a detailed set of directions for locating an orchard. Confident the young man had been given an adequate map, the merchant viewed his job as finished and did not accompany the novice on his journey. Unfortunately, the "how-to" instructions were not sufficient for helping the scholar make connections between the knowledge he had gained from research and his subsequent experience in the orchard. Mitchell (1994), in her case studies of two cooperating teacher/student teacher dyads, describes interactions which were either knower/knowee or collaborative in nature. The interactions of the knower/knowee dyad were similar to that of the merchant and scholar. The cooperating teacher, as knower, gave information based on his experience to the student teacher. The student teacher, or knowee, had few opportunities to ask

questions or connect the information to future teaching situations, so s/he was left with the literal interpretation of the words but missed the real meaning of the message.

The parable offers a final lesson regarding the qualifications of those who guide experience. Although the merchant possessed knowledge about fruit and was willing to assist the scholar, these qualities did not constitute skill in helping the scholar reflect upon, and make sense of, his experience in the orchard. The role of cooperating teacher, likewise, necessarily involves skill beyond demonstrated competence in the classroom and a spirit of willingness as Brodbelt (1980) explains:

It is too easy to become a supervising teacher. One has only needed the satisfactory teaching recommendation by a principal and several years of teaching experience to be selected as a supervising teacher....Too often the assumption has been that we are all professionals and that any professional can supervise the student teacher. Moreover, the act of volunteering to supervise a student teacher has been accepted as qualification for receiving placement of a student teacher (p. 87).

Purpose of the Study

The primary task of this study is to describe mentor teachers' beliefs about their mentoring role in working with student teachers and to establish baseline data about the degree to which mentor teachers value and utilize various sources of training and support for their role. The study is also concerned with identifying

the impact of an electronic listserv discussion forum on the beliefs and mentoring practices of mentor teachers.

Research Questions

The specific research questions that shape this study follow:

1. What behaviors do mentor teachers prefer to utilize in conjunction with their mentoring role?
2. What behaviors, in conjunction with their mentoring role, do mentor teachers find most challenging?
3. What ratings do mentor teachers assign to the forms of training and support provided by Drake University's student teaching program and to what degree do they rely on other forms of training and support for their mentoring role?
4. What effect does participation in a listserv discussion group focusing on principles of Cognitive Coaching (Costa & Garmston, 1994) have on the behaviors mentor teachers prefer to utilize?

Null Hypothesis. This study is based on the supposition that mentor teachers who participate in listserv discussions about principles of Cognitive Coaching as those principles apply to mentoring student teachers will not differ in their mentoring behaviors from mentor teachers who do not participate in online discussion. It is also hypothesized that mentor teachers who participate in electronic listserv discussions about coaching student teachers will not differ in their perceptions of training and support options for their role than mentor

teachers who do not participate in the electronic listserv discussions. There are no differences in the self-reported mentoring behaviors and utilization of training and support options between mentor teachers who do, and do not, participate in listserv discussions about principles of cognitive coaching.

Assumptions

Three key assumptions guide the study design and results analysis.

1. The researcher assumes all mentor teachers have referenced either the Elementary/Early Childhood or Secondary/K-12 Programs Drake University Student Teaching Handbook for information regarding policies, procedures, role expectations, and the Drake Team Coaching Model (Merideth, 1993).
2. It is assumed that both the control and experimental groups of mentor teachers received qualitatively the same opportunities for orientation even though orientation meetings occurred in the fall and spring semesters, respectively.
3. The researcher assumes all mentor teachers' responses to survey items reflect participants' candid opinions.

Limitations

Several threats to validity exist in the posttest-only control-group design of the study. Because the experimental group of mentor teachers who participated in an electronic listserv received treatment over the course of the spring semester, history presents an internal threat to validity. It is possible events

other than the treatment occurring over the course of the semester impacted mentor teachers' beliefs about mentoring behaviors and training and support. In addition, participants' responses to survey items are self-reports of their own behaviors. Mentor teachers' actual behaviors may differ from those they describe in response to survey items. Finally, the relatively small sample groups also limit generalizability of the findings.

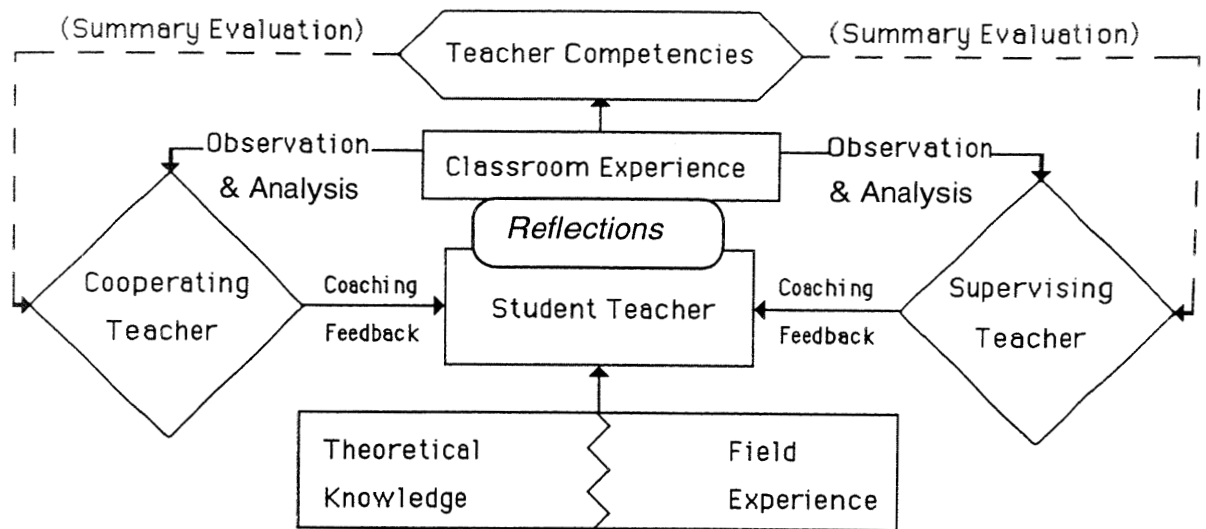
Definitions

For the purposes of this study, the following terms were defined as follows:

Mentor teacher (MT). The role of mentor teacher (MT), as described by the Drake University Student Teaching Handbook Secondary/K-12 Programs, denotes "a classroom teacher who has agreed to work with the Drake student teacher. The mentor teacher observes daily the efforts of the student teacher and guides the student teacher in improving through regular conferences and assistance with lesson planning" (p. 10). For the purposes of this study, the term, mentor teacher, is synonymous with the term cooperating teacher (CT).

Drake Team Coaching Model. The Drake Team Coaching Model illustrates the manner in which both mentor teachers and university supervisors utilize observation and coaching feedback to assist the student teacher in reflecting upon classroom experience and synthesizing that experience with theoretical knowledge (Merideth, 1993).

Figure 1.1. Drake Team Coaching Model



Cognitive Coaching. Cognitive coaching (Costa & Garmston, 1994) is a mediative process which attends “to the internal thought processes of teaching as a way of improving instruction” (p. 5). Costa and Garmston (1993) further define cognitive coaching as “a set of strategies, a way of thinking, a way of learning that invites self and others to shape and reshape their thinking and problem solving capacities” (p. 6). The tools of the planning conference, lesson observation, and reflecting conference form the overt structure of cognitive coaching (Costa & Garmston, 1994).

Listserv. A listserv is a type of interactive discussion group which allows subscribers to utilize their e-mail accounts to read and post information electronically.

Outline of Procedures

This research study was undertaken with classroom teachers who agreed to mentor Drake University student teachers (ST) for seventeen weeks during the fall and spring semesters of the 1998-1999 academic year. Both fall and spring MTs were invited to attend an orientation meeting prior to the beginning of their respective student teaching semesters. At these orientation meetings, MTs received a copy of the Drake University Student Teaching Handbook, a student teaching calendar, and information regarding program expectations. Spring MTs also received information about the listserv discussion group opportunity.

During the fall 1998 semester, a survey focusing on MTs' perceptions of their own behaviors and valuing of various forms of MT training and support was developed. The researcher utilized the discussion of an expert focus group to identify issues regarding MT training and support pertinent to Drake University's Student Teaching Program. Focus group comments and a review of the literature formed the basis of the mentor teacher survey content which was comprised of forced choice, Likert scale rating, and open-ended items. A panel of eight university supervisors analyzed the survey for clarity. The survey was distributed to fall MTs and spring MTs at the end their respective student teaching semesters. The returned surveys were analyzed using descriptive statistics.

During the spring 1999 semester, MTs were invited to participate in listserv discussion focusing on principles of cognitive coaching. Information

regarding the purposes of the listserv and directions for subscribing was provided to spring MTs at the orientation meeting held prior to the beginning of the student teaching semester. Follow-up letters were sent to MTs not in attendance at the orientation meeting inviting their participation. The purposes of the listserv were four-fold:

1. To provide information on Cognitive Coaching strategies in working with STs.
2. To provide a forum for MTs to share their expertise and ideas in working with student teachers.
3. To provide MTs with an opportunity to ask questions and receive feedback regarding working with STs.
4. To provide ongoing support from Drake University after MT orientation and between supervisor visits.

Mentor teacher comments from the listserv provide additional data for this study.

As an allegory for student teaching, the parable of the scholar's search for fruit offers for consideration factors which influence the outcomes of experience. Chief among these factors was the young scholar's interactions with the merchant. Their conversations in the village market were of pivotal importance in determining the quality of the scholar's subsequent experience. From the events in the story, one may draw inferences about the character of the merchant and his intentions; yet, the story provides little actual evidence regarding his beliefs. It is possible the merchant was himself unaware of the philosophy guiding his

actions with the scholar. As a result, the merchant remains a consequential, but unknown, character.

In much the same way, MTs hold beliefs about mentoring which remain largely invisible to themselves and their STs (Franke & Dahlgren, 1996). Franke and Dahlgren conducted phenomenographical research to describe the ways in which MTs and STs conceive of mentoring. Their findings suggest that the form and content of student teaching depend on how the function of student teaching is defined (Franke & Dahlgren). Participants in the study defined the function of student teaching as either a process of transmitting professional knowledge or discovering professional knowledge through reflection. Franke and Dahlgren contend that mentoring is carried out as it is conceived and that “the student teacher reproduces, and takes for granted, the mentor’s view of teaching knowledge” (p. 640).

Tacitly held beliefs are termed by Senge (1990) as mental models. Senge (1990) describes processes for becoming aware of mental models and making those models explicit to oneself and others.

The discipline of working with mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. It also includes the ability to carry on “learningful” conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others. (p. 9)

Evidence of mentors' perceptions, mentoring behaviors, and valuing of training and support provides insight into the nature of this significant role. Such insight connotes a "turning of the mirror inward," offering opportunities for professional conversations regarding the student teaching experience and the MT's role in that experience.

CHAPTER 2

Literature Review

The young scholar featured in the introduction began his investigation of fruit with extensive reading of marvelous descriptions. This literature review serves a similar purpose in that it presents an overview of the research on student teaching so that this investigation may be informed by what is already known. The primary areas of focus in Chapter Two include: student teaching as a valued part of teacher preparation, the influence of CTs on STs, problems in defining the CT role, ways in which CTs understand and interpret their role, conflict in the CT–ST relationship, feedback and reflection, electronic listservs as communication tools, the selection and evaluation of CTs, recommendations for CT training, and information on Cognitive Coaching.

Value of Student Teaching

Educators believe student teaching to be an important, highly valuable experience (Kauffman, 1991). As part of their own teacher preparation programs, CTs viewed student teaching to be the strongest influence in learning to teach (Richardson-Koehler, 1988). Feiman-Nemser and Buchmann (1987) suggest

Student teaching holds promise for helping beginners learn because it is experiential; that is, it offers a chance to teach under guidance, to watch an experienced teacher close up and to find out how he or she thinks

about teaching, to get to know children and how they think, to discover what it “feels like” to be in charge of a class. (p. 256)

However, there are inconsistencies regarding the manner and degree to which student teaching influences the beliefs, knowledge, and practices of beginning teachers (Zeichner, 1985).

Borko and Mayfield (1995) studied the relationships and guided teaching conferences of four STs, their CTs, and university supervisors (USs).

Observational and interview data revealed that each member of the triad believed learning to teach was, essentially, a function of experience. Although the STs felt they had gained confidence and learned strategies for lesson presentation and classroom management as a result of their student teaching experience, none noted changes in their thinking about teaching. The researchers also did not observe “big changes” in STs’ “basic teaching strategies or styles” (p. 515). Borko and Mayfield reference the work of Feiman-Nemser and Buchmann (1987) when they write:

When triad members share a belief that teachers learn primarily through experience and practice, it becomes easy for cooperating teachers and university supervisors to offer few suggestions to their student teachers and do little to challenge their ideas and practices, and for student teachers to pay only limited attention to feedback and suggestions and continue to teach in ways that maintain the status quo. (Borko & Mayfield, 1995, p. 516)

Feiman-Nemser and Buchmann (1987) examined ways in which interactions among classroom setting, professional program, and student teaching participants impacted STs' learning. The two case studies revealed that classroom setting played a role in shaping the student teaching experience. For one of the featured STs, setting completely dominated the nature of her field experience; although the other ST's setting was not a hindrance to her learning, its structure did not help her connect knowledge and pedagogy. Both STs concluded their experiences with a sense that they had "learned by doing" (p. 271), but neither ST had assistance from her CT in considering "pupil thinking in planning or teaching" or "what counts as worthwhile learning activity" (p. 271). Consequently, both STs completed student teaching without having their beliefs and decisions challenged.

Returning to the introductory parable, the young scholar's foray into the apple orchard seemed to hold the promise of valuable, experiential learning. Unfortunately, the young man's experience provided him with an incomplete understanding of fruit and his assumptions were never disputed. Similarly, the promise of student teaching is not consistently realized. The STs featured in the work of Borko and Mayfield (1995) and Feiman-Nemser and Buchmann (1987) appeared to gain classroom experience as a result of student teaching. These experiences, however, seemed to have little apparent impact in informing the ways the STs thought about teaching and student learning or in causing them to analyze the efficacy of different approaches to teaching. "In teacher preparation,

experience is a trusted though not always reliable teacher” (Feiman-Nemser & Buchmann, 1987, p. 256).

Influence of the Cooperating Teacher on Student Teachers

Notable in Borko and Mayfield’s (1995) and Feiman-Nemser and Buchmann’s (1987) studies was the relative absence of CTs’ efforts to assist STs in processing classroom experience so as to challenge their assumptions and foster the utilization of a variety of teaching strategies. Stanulis (1995) calls classroom teachers “silent participants” in the education of novice teachers (p. 331). Yet, these silent participants shape the student teaching experience in important ways. For example, CTs structure the student teaching experience through the tasks assigned to STs (Killian & McIntyre, 1988; Martin, 1997; Richardson-Koehler, 1988), the types and frequency of feedback provided (Dunn & Taylor, 1993; Wilkins-Canter, 1997), the determinations of what curriculum will be taught (McNamara, 1995), the views CTs hold about instruction (Bunting, 1988), and CTs’ personal levels of reflectivity (Richardson-Koehler, 1988). Research by Johnston, Bunting, and Richardson-Koehler suggests the CT influences STs’ views of teaching and classroom practices.

Cooperating Teachers Influence Student Teachers’ Images of Teaching.

Johnston’s (1994) qualitative study of two STs serves to illustrate ways in which CTs may influence ST beliefs. In both cases, the manner in which the CT interacted with her ST was different. For each ST, the influence of these interactions was of profound importance in shaping their images of teaching.

Referencing the work of Connelly and Clandinin (as cited in Johnston, 1994), Johnston defines images of teaching as “a component of practical knowledge which evolve from past experiences and guided practice” and provide a frame of reference for understanding experience (p. 75).

One ST, Roger, received performance feedback from his CT only when he requested it. His CT's general comments centered upon students as the source of Roger's teaching difficulties and did not provide him with a range of strategies for improving his classroom management skills. A classroom culture emphasizing rigid routinization, coupled with Roger's intuitive sense that he was not doing some things right, brought about a significant shift in his image of teaching. He moved from being concerned about making connections with individual children to utilizing structure and involvement strategies as a way of managing children. Furthermore, the contradictions inherent to such an ideological transformation were not apparent to Roger. He believed he was adopting his CT's approaches, “but in my own style” (p. 74). Although Roger's CT was in a position to help him become more aware of his teaching beliefs and the multi-faceted nature of teaching as well as develop specific strategies, these were not the outcomes of his experience. Johnston (1994) conjectures that not only was Roger unsuccessful in realizing his student-centered image of teaching, but the change in his expressed beliefs was more or less permanent. “He did not speak about adapting his approach temporarily, while maintaining his intentions

to teach differently when circumstances were different and he had more freedom to teach as he wished" (p. 74).

Johnston (1994) contrasts Roger's student teaching experience with that of a second ST, Diane. Diane's student teaching experience strengthened and broadened her image of teaching regarding the importance of responding to children's individual needs. Diane's CT engaged her in frequent, reflective conversations about her teaching performance, the classroom culture, and images of teaching. This dialogue appeared to be enhanced by the ways in which theory and research informed discussion. The CT viewed learning to teach as a process of ongoing development and talked about changes in her own practice. Through her modeling of reflective practice, Diane's CT appears to have given her ST windows into what Feiman-Nemser and Buchmann call (1987, p. 272) "the invisible world of teaching." Because Diane's student teaching encompassed opportunities for her to reconstruct experience as well as focus on technical aspects of teaching, her CT "provided Diane with a very holistic experience." (p. 78)

Cooperating Teachers Influence Student Teachers' Attitudes. Findings of another study involving 17 randomly paired CT-ST dyads indicates CTs have the potential to act as socializing influences (Bunting, 1988). Prior to, and following, the student teaching semester, both CTs and STs were administered the Educational Attitudes Inventory (EAI). Although no ST exhibited fundamental changes in his/her beliefs about the student-centered and directive aspects of

teaching, 10 of the 17 STs showed substantial change on either the student-centered or directive scales of the EAI. Student teachers who showed a moderating shift were paired with CTs who evidenced moderate views. All but one of the seven STs who demonstrated no change in their beliefs worked with CTs who scored at more extreme ends of the attitude inventory scales. The results of Bunting's study seem to indicate ST views of teaching do not dramatically change as a result of the student teaching experience. However, CTs who hold more flexible, moderate attitudes appear to exert greater influence on ST beliefs than CTs subscribing to views at the more extreme ends of the student-centered and directive continuums.

Cooperating Teachers Influence Student Teachers' Classroom Practices.

Richardson-Koehler (1988) found evidence suggesting CTs are viewed by STs as a more important source of information regarding classroom practices and instructional strategies than university methods coursework. She focused on 14 CT-ST dyads to understand CT's views about learning to teach, how these views were communicated to STs, the classroom structures within which STs were working, and how all of these elements affected the US role. According to Richardson-Koehler

Within two weeks of commencing the semester, the student teachers were discounting the influence of most of their previous formal pedagogical instruction on their classroom practices. Their student teaching

experience was seen as the most important aspect of their learning to teach. (p. 30)

By the end of one month of student teaching, STs ascribed 80% of their specific classroom practices as originating from the CT, 15% came from methods classes, and 5% from themselves. Over time, these figures changed. During the researcher's last observation, STs attributed 40% of their classroom practices as coming from their CTs, 40% from themselves, 15% from methods classes, and 5% from other individuals.

Richardson-Koehler's (1988) findings are echoed in a study involving 28 student teaching placements in the United Kingdom (McNamara, 1995). Mentor teachers, working within the structure of the United Kingdom's national curriculum, played a predominant role in determining what STs would teach during their field experiences. Some of the MTs viewed curricular planning with STs to be a collaborative enterprise, while other MTs believed transmitting their own expertise in deciding what to teach was of paramount importance. In either case, the MT was influential in helping the ST identify teaching content. The work of Richardson-Koehler and McNamara seems to indicate that while STs utilize a variety of sources in making decisions about the content and strategies of teaching, CTs have significant influence in these areas.

Cooperating teachers, intentionally and unintentionally, shape the student teaching experience and influence STs. The degree to which the CT influences a ST may be somewhat dependent upon the extent to which the CT's beliefs are

moderate (Bunting, 1988). Yet, interaction with CTs does appear to impact STs' images of teaching (Johnston, 1994) and certainly the content STs teach (McNamara, 1995) as well as the classroom practices they employ (Richardson-Koehler, 1988). An understanding of the CT role as it is defined by teacher preparation programs, STs, and CTs is important in order to more closely examine the nature and degree of their influence on STs and the student teaching experience.

Problems In Defining the Cooperating Teacher Role

The CT role is traditionally defined as "an experienced teacher who has agreed to cooperate with the university by allowing the preservice teacher to 'practice' with her students" (Graham, 1997, p. 514). Cooperating teachers are often selected based upon their expertise as classroom teachers. However, "the role of the cooperating teacher is much more complex than that of an effective instructional model" (Enz & Cook, 1992, p. 1).

The complexity of the CT role and its accompanying responsibilities are sources of "confusion and uncertainty" for CTs (Enz & Cook, 1992, p. 8). Koerner's (1992) study of eight experienced CTs enrolled in a supervision course indicates CTs expect universities to assist them in defining their multi-faceted role, but the CTs in Koerner's study reported that their expectations for university direction and assistance were unmet. The CTs felt information received from universities regarding their role was often unclear and based on "unspecific goals" (p. 51).

Williams, Ramanathan, Smith, Cruz, and Lipsett (1997) examined the student teaching handbooks of 61 mid-western universities to determine what tasks were specified for CTs and USs as well as what roles might be inferred from those tasks. All of the submitted handbooks identified CT tasks, but when US tasks were listed, limited space was devoted to defining them. A content analysis of the handbooks showed only four explicitly described the CT role and only three detailed the US role. The authors conclude that the studied handbooks for student teaching appeared to provide little guidance to CTs or USs in understanding “their essential roles in student teaching, including the kind of relationship they are expected to develop with each other and with student teachers” (p. 6).

Problems in defining the CT role transcend time and regional context. Grimmert and Ratzlaff (1986) conducted a cross-study comparison of research on critical CT behaviors in order to determine the degree to which triad members’ expectations for the CT role were context-bound or time-bound. Comparing the work of Copas, Castillo, and Grimmert and Ratzlaff (as cited in Grimmert & Ratzlaff, 1986), the researchers identified five expectations regarding the CT role common to all of the studies. Each of the compared studies indicated the role of CT should be concerned with

1. Providing ST with basic information
2. Ensuring ST acquisition of resource materials
3. Involving ST in planning and evaluating learning experiences

4. Conferencing with ST at regularly scheduled times
5. Evaluating ST progress and development through regular observations and feedback (p. 46)

According to Grimmer and Ratzlaff, these five expectations represent “an example of the small but growing body of knowledge about the cooperating teacher role in student teaching supervision” and may serve as elements around which training for the CT role can be structured (p. 48).

Student Teachers' Perceptions of the Cooperating Teacher Role

Student teachers enter the student teaching experience with expectations for the CT role. Having had close contact with classroom teachers throughout their educational careers, STs possess intuitively held beliefs about the work of teachers and the processes one undergoes to become an educator. The development of these beliefs from the student perspective is what Lortie (1975) calls an “apprenticeship of observation” (p. 61). Researchers have attempted to develop a clearer understanding of the CT role by examining facets of that role based on ST views (Connor & Killmer, 1995; Copas, 1984; Enz & Cook, 1992).

The Cooperating Teacher As Role Model. Questionnaires were administered to 476 elementary STs from 31 colleges and universities to determine those CT behaviors STs perceived to be effective or ineffective in terms of the CT's supervisory role (Copas, 1984). A definition of the CT role was given to all participants “to provide a common reference to which all subjects could respond” (p. 49). At either a midterm or final seminar session, STs were

asked to recall a classroom event, describe the CT's behavior, and classify the behavior as effective or ineffective. The resulting CT behaviors were classified into a list of 28 critical requirements divided into two categories: behaviors affecting ST's and behaviors affecting children. Copas found over 50% of the identified critical behaviors affecting STs were of a guiding or cooperating nature. Cooperating teachers' guiding behaviors which STs perceived to be effective included development of classroom management skills, planning and evaluation of learning experiences, and assistance with presentation skills. In terms of cooperating behaviors, STs valued CT behaviors which accorded STs equal status as co-workers, assistance with lessons in-progress, and interactions through conferencing. Copas suggests that STs are concerned with CTs' abilities to serve as role models, particularly in the areas of classroom management and teaching performance.

The Cooperating Teacher As Instructional Guide and Interpreter of Professional Culture. Enz and Cook (1992) provide additional insight into the perceptions of STs regarding the CT role. A total of 533 undergraduate STs, 190 post-baccalaureate STs, 579 experienced CTs, and 244 inexperienced CTs were administered a survey about CT functions. The fourteen-item survey divided CT functions into three domains: personal, instructional, and professional. In comparing the responses of STs and CTs, there were no significant differences in the ways either group viewed the personal qualities associated with the CT role. There was also considerable agreement among CTs and STs that the CT

role was essentially “that of an instructional guide” (p. 13). Both groups believed the CT should observe ST lessons and provide feedback in the capacity of instructional guide. However, CTs valued somewhat more than STs the responsibilities of advice-giving regarding classroom management issues and lesson demonstration. Additionally, significant differences between CT and ST perceptions of the CT role were consistently highlighted in the professional domain. Ranging from policy issues to information about procedures and professional responsibilities, STs invariably valued advice about school culture more highly than CTs. Enz and Cook note that “these findings may suggest that student teachers perceive the cooperating teacher’s role as interpreter or anthropologist of the school culture” (p. 15).

The Cooperating Teacher As Provider of Feedback. Additional research in the area of CTs’ and STs’ perceptions of the CT role indicates some views held by both groups are largely parallel (Connor & Killmer, 1995). Cooperating teachers and STs alike identified as important the following characteristics of effective CTs: providing feedback, allowing STs to take charge of the classroom, giving STs freedom to experiment, and being willing to share ideas. The 307 STs in this study overwhelmingly identified feedback as the quality most indicative of effective CTs; correspondingly, the absence of feedback was viewed by STs as the most negative CT trait. Cooperating teachers, though they cited providing feedback as an important aspect of the role, did not value it as highly as the STs.

How Cooperating Teachers Define and Perceive Their Role

University information and communication with STs are just two sources upon which classroom teachers draw to understand and interpret the CT role (Koerner, 1992). Cooperating teachers also rely heavily on their own past experiences as STs and their own teaching experience (Koerner, 1992; Lortie, 1975; Richardson-Koehler, 1988). Cooperating teachers' pedagogical practices (Martin, 1997), beliefs regarding mentoring (Stanulis, 1995; Sudzina, Giebelhaus, & Coolican 1997), images of teaching (Johnston, 1994), and paradigms of teacher education (Zeichner, 1983) inform CTs' images of their role as well.

Past Experience As a Student Teacher. Cooperating teachers remember their own student teaching experiences and draw upon them for information in working with STs (Koerner, 1992; Richardson-Koehler, 1988). The CTs participating in Koerner's (1992) study recalled the anxiety attending student teaching and reported feeling empathy for their STs. In an effort to help their STs become more comfortable, these CTs worked to treat their STs as peers, building a personal relationship based on communication. Over the course of the semester, their communication and relationship-building efforts were hampered by time constraints and the fact that their STs were not, in actuality, peers. Despite a desire to affirm shared responsibilities in classroom teaching between themselves and their STs, the CTs knew their role also necessarily involved supervision of novices.

Pedagogy. Cooperating teachers also seem to draw upon their own pedagogical practices in conceptualizing and acting out their role (Martin, 1997). Gathering data about the interactions between experienced CTs, Ginette and Josie, and the two elementary STs with whom both worked over the course of an 18-month period, Martin looked at relationships between tasks assigned to the STs, exemplars of teaching provided by the CTs, and the coaching system utilized by the CTs. Each CT appeared to construct her role in accordance with her beliefs about teaching and learning.

Ginette utilized the complex but well-established procedural routines of the classroom to scaffold her STs' involvement. She provided her STs with exemplars of teaching, modeling non-ambiguous ways of working with children. Ginette also utilized scripts to help her STs know what to say and often stepped in to rephrase their words as instruction was taking place. Martin (1997) characterized Ginette's coaching conversations as "gossiping" because they focused upon "talking about the children instead of stemming from the teachers' practice" (p. 190). Gossiping provided Ginette's STs with an understanding of her views regarding students, content, planning, and organization. The role model approach Ginette utilized in working with STs was indicative of her classroom practices in working with children.

Josie's work as a CT differed from the approaches utilized by Ginette. Josie's assignment of tasks to her STs was much more casual and characterized by an adoption of the ST's wishes. In terms of teaching strategies, Josie did not

believe she possessed pedagogical skill that should be transmitted or modeled. She would, instead, talk her STs through difficult teaching episodes as a way of comforting them rather than prescribing or eliciting ideas for alternative practice. Josie established more of a shared accountability and coaching system by referring to her own weaknesses as a teacher and early experiences in the field. Josie's coaching conversations with her STs were characterized by the raising of general issues or ideas. Rarely did these conversations include reflection on STs' past teaching performances or concrete, technical issues. Josie's loosely structured approach centering upon social and emotional aspects of learning to teach mirrored her ways of teaching and working with children.

Martin's (1997) findings suggest CTs interpret their roles from their own teaching practices. He writes, "Whatever researchers or policy-makers may expect from a mentor, the data in this study rather suggest that mentoring was an extension of the mentor's pedagogy upon which we probably have little short term impact" (p. 194).

Beliefs Regarding Mentoring. Sudzina et al. (1997) asked CTs and STs at two teacher preparation sites to respond to open-ended questions about the qualities of successful mentors, mentees, and mentoring relationships. Both sample groups evidenced shared perceptions regarding the qualities of successful mentors and mentees. Both CTs and STs noted the following characteristics of successful mentors: helpfulness, leadership, listening skills, open-mindedness, knowledge, and a sense of humor. As CTs provided more

information regarding their perceptions of mentoring, their responses tended to cluster in one of two groups. Some CTs viewed mentoring as a hierarchical relationship, in which the mentor's role was that of a model whom the ST must learn to emulate. In defining this hierarchical view, CTs tended to refer to the mentor as one who articulated expectations; the ST, in this type of mentoring relationship, is responsible for meeting the mentor's requirements. Other CTs described mentoring as a shared, collaborative relationship, evidencing awareness of, and sensitivity to, the developmental needs of STs.

The ways in which classroom teachers understand and interpret their mentoring role in working with STs is further examined by Stanulis (1995). Stanulis utilized observation, stimulated recall interviews, and standardized open-ended interviews to discern how five different teachers in a professional development lab school setting conceived of their mentoring role. Employing the constant comparative method of analysis, Stanulis organized CTs' responses into three categories: views about learning, sources of knowledge, and the nature of reflection (p. 336). Themes within each of the three categories were identified and served as the frames of reference upon which CTs drew in understanding and describing their mentoring role.

Stanulis (1995) featured three CTs, highlighting the category and corresponding theme that served as the focus of their individual mentoring practices. For example, one CT was most concerned with the nature of reflection and focused her mentoring on helping her ST internalize questions that would

guide future reflections. Another CT actively utilized a variety of knowledge sources in constructing her mentoring role, drawing upon her own experiences with action research and coaching to employ questioning and “model-coach-fade” approaches in working with her ST (p. 337). The third CT, working with a ST in the lab school setting for the first time, utilized her own classroom teaching experiences as the source of knowledge for mentoring. Management concerns comprised the bulk of her interactions with her ST. According to the author, she represents “a model of a very caring teacher who devotes a lot of time to studying ways to best help her children learn. She has chosen to study her practice rather than study the education of teachers” (p. 343).

It seems CTs perceive the mentoring aspect of their role in a variety of ways. Perceptions of mentoring as a hierarchical or collaborative relationship impact the manner in which the mentoring relationship is constructed (Sudzina et al., 1997). Sources of mentoring knowledge upon which CTs draw also influence the ways in which CTs define their role (Stanulis, 1995).

Images of Teaching. “Images of teaching provide a coherence to the way a teacher discusses practice” and serve as a framework for interpreting experience (Johnston, 1994, p. 76). As such, images of teaching also inform the ways in which CTs define their role. Johnston’s study of CTs’ influence on STs’ images of teaching serves two purposes. In addition to describing the ways in which STs’ images of teaching were either altered or strengthened, Johnston also highlights the images of teaching held by CTs. Roger’s CT appeared to

define her role based on an image of teaching which was isolationist and technical in nature as evidenced by her lack of feedback, coupled with occasional advice about classroom management. In contrast, Diane's CT seemed to embrace an inquiry-oriented image of teaching. This inquiry orientation was apparent in the ways she invited Diane to reflect on teaching experiences, consider theory, and think about teaching as on-going development.

Franke and Dahlgren (1996) delineate between CTs whose images of teaching encompass a reflective view and those whose images employ a "taken-for-granted" perspective (p. 631). Cooperating teachers, operating from a reflective image of teaching, are concerned with the "content of teaching" and construct their role in order to encourage ST discovery (p. 631). Those CTs who embrace a "taken-for-granted" image of teaching are more concerned with its form and tend to construct their role as one who transmits professional knowledge to STs (p. 631).

In their study of CTs, Borko and Mayfield (1995) suggest a prevailing image of teaching involves the notion that teaching is merely a function of experience. Cooperating teachers in their study appeared to define their roles differently based on their levels of efficacy and the degree to which they subscribed to the idea that teaching is learning by doing. Similar themes were found in interviews of CTs conducted by Gonzalez and Carter (1996). Cooperating teachers in their study "shared the view that knowledge of teaching was best acquired through trial and error" (p. 44). Consequently, these CTs "felt

the most they could do was model for a student teacher what a good lesson should look like and give them abbreviated suggestions” (p. 44).

Lortie (1975) suggests the image of learning to teach through experience is an image of long-standing history. Such a view means the process of learning to teach is “more a matter of imitation” (p. 63). Lortie further states that teachers who hold this image of teaching, “portray the process as the acquisition of personally tested practices, not as the refinement and application of generally valid principles of instruction” (p. 80). When CTs believe teaching is a function of experience, they define their role in a passive manner because “teachers are largely ‘self-made’” (p. 80).

Cooperating teachers draw upon multiple sources in defining and understanding their role in working with STs. Though classroom teachers would like clear direction from teacher preparation programs regarding the CT role, coherent guidelines regarding roles and responsibilities are often lacking (Koerner, 1992; Williams et al., 1997). In lieu of such direction, CTs construct their own definitions of their role relying heavily upon past experience, pedagogy, beliefs about mentoring, and images of teaching.

Role Perceptions and Conflict In the Cooperating Teacher – Student Teacher Relationship

An examination of perceptions regarding the CT role is elemental to an understanding of the CT–ST relationship. Expectations for roles are “acquired through intentional instruction and/or incidental learning and may originate from

personal or vicarious experience” (Garland & Shippy, 1990, p. 3). The range of beliefs and experiences upon which individuals rely in constructing their perceptions of a given role means “consensus regarding conceptions for roles cannot be assumed” (p. 4). Garland and Shippy state

It is important to analyze the expectations held for each role in a particular setting to identify areas of ambiguity and potential conflict. The presence of ambiguity and conflict can prevent the development of effective role relationships and result in inappropriate, non-adaptive behavior. (p. 4)

Commonalities Among Role Perceptions. Studies of the perceptions STs and CTs have about the CT role and qualities of effective mentoring indicate both groups share some viewpoints in common (Connor & Killmer, 1995). Cooperating teachers and STs alike defined the CT role as that of an “instructional guide” (Enz & Cook, 1992, p. 13). Student teachers and CTs generally agree about the personal qualities associated with an effective CT or mentor (Sudzina et al., 1997; Enz & Cook, 1992). The provision of feedback is perceived by both groups to be an elemental function of the CT role (Connor & Killmer, 1995; Enz & Cook, 1992). Student teachers view as effective CTs who accord them equal status as colleagues (Copas, 1984). Cooperating teachers in Koerner’s (1992) study wished to treat their STs as peers.

Differences Among Role Perceptions. Despite these commonalities, the traditional CT – ST relationship is imbued with numerous occasions for tension and conflict (Graham, 1997). Graham describes typical problems as follows:

The student teacher feels she has limited power to express concerns or challenge authority since it might jeopardize her future teaching career; the mentor teacher, who has little insight into the teacher education program, feels responsible for problems that occur within the relationship, imagining the student teacher's felt tensions are somehow her "fault," a dilemma which makes her reluctant to contact the university counterpart for help; and the university supervisor who rarely wields any real authority within the teacher education program must contend with perceived or real rifts between school and university-based personnel, caught between competing concerns and different perspectives about the 'real world' of teachers and the "ivory tower" of university faculty. (p. 515)

Applegate and Lasley (as cited in Williams et al., 1997) "found little agreement among the triad in terms of common goals or shared expectations" (p. 4).

Further, CTs, STs, and USs tended to focus on different problems and expressed different levels of concern with regard to specific issues (Applegate & Lasley).

Guyton and McIntyre (1990) also found a lack of congruence among triad members' role expectations, resulting in confusion regarding members' perceptions of the goals of student teaching. Enz and Cook (1992) argue that understanding and resolving differences in role perceptions is critical to enhancing the quality of the student teaching experience. They write

Shared understandings of the purposes of student teaching must extend to shared understandings about the roles and functions of the cooperating

teacher. ...Identifying areas of harmony or dissonance about the role of the cooperating teacher is critical for the success of the developing professional. (Enz & Cook, p.14)

Tensions Inherent to the Cooperating Teacher Role. Cooperating teachers experience a number of tension-producing consequences as a result of their willingness to work with STs (Koerner, 1992). Of greatest concern to the CTs in Koerner's study was "having to take time away from planning for and instruction of their pupils to work with student teachers" (p. 48). Knowing they were ultimately accountable for students' learning, ensuring quality instruction was a top priority for these CTs. Learning to "feel a commitment toward the student teachers" and to measure success "by the accomplishments of the student teachers" was an internal conflict which the CTs were able to resolve over time (p. 49). This concern regarding the impact of student teaching on pupil learning was shared by one of the CTs featured in the Stanulis (1995) study. Stanulis suggests that university educators should not ignore such worries.

Cooperating teachers in Koerner's (1992) study also experienced tension as the presence of another adult in the classroom displaced them from their central role. While most of these CTs viewed student teaching as a time to connect with another adult on a daily basis, the breaking down of professional isolation, for some, felt like an invasion of privacy. Student teachers did not understand the classroom routine and occasionally shared comments regarding what other CTs were doing in ways that their own CTs perceived as critical.

Finally, some CTs felt supervision of STs was an added responsibility in a schedule already filled with too many things to accomplish.

Expert – Novice Differences. Additional sources of conflict in the CT – ST relationship may be found in research on expert – novice differences (Carter, Cushing, Sabers, Stein, & Berliner, 1988; Gonzalez & Carter, 1996; Williams, 1995). Experts and novices view classroom events differently (Carter et al., 1988). In a study examining the ways in which CTs and STs interpreted well-remembered events, Gonzalez and Carter found that CTs and STs remembered the same classroom occurrences, but CTs tended to provide descriptions of those events which were more detailed and descriptive in nature. Cooperating teachers and STs also recalled the same students as being highly visible during the classroom occurrence. In talking about those visible students, STs assigned the students greater power in the well-remembered event than their CTs. Gonzalez and Carter suggest that CTs and STs “do not share interpretive practices” because experienced teachers have grounded their learning of teaching in rich, deep personal narratives or histories (p. 45), and STs do not possess such an historical framework. The authors of the study discuss the potential for growth to be found in conversations between CTs and STs regarding classroom experiences. Such conversations, in the authors’ view, would enable the CT to make his/her underlying structures apparent to STs as a supplement to modeling and would, at the same time, assist the ST in beginning to interpret classroom events more expertly.

Williams (1995) gathered survey data regarding evaluation of ST performance from 200 STs and their CTs. Participants completed the surveys at the end of the third week of student teaching and again at the end of the ninth week of the semester. Williams calculated mean scores for STs' and CTs' responses, analyzing them for variation with differences significant at $p = .05$. Results showed CTs' view of ST performance were consistently higher than STs' views through the third week of student teaching. However, by the end of the ninth week of student teaching, CTs' estimations of ST performance had shifted to lower levels in three areas: use of lesson plan format, caring about students, and predicting student misunderstanding. Williams' findings seem to indicate that CTs become more critical of ST performance over time and that consistent differences in the ways CTs and STs evaluate student teaching performance represent possible threats to their relationship.

It is important for CTs to be aware of the differences between the ways CTs and STs interpret aspects of teaching. These differences "are a natural function of being a beginner" (Williams, 1995, p. 13). Expert – novice differences also present opportunities for CTs and STs to make known their understandings of classroom experience (Gonzalez & Carter, 1996).

Conflict Avoidance. Variation in the ways CTs and STs construct their understandings of the CT role, lack of congruence regarding role expectations and goals for student teaching, and expert – novice differences account for some of the tensions which can be present in the CT–ST relationship. Conflict, it would

appear, is an inevitable part of the student teaching experience. Yet, triad members seem to place a premium on conflict avoidance (Borko & Mayfield, 1995; Slick, 1997). In their study of middle school level mathematics STs, their CTs, and their USs, Borko and Mayfield found post-teaching conferences to be generally positive in tone. Even when obvious problems had occurred in the teaching of mathematics content, USs kept the conference focus on classroom management issues and mathematics in general. University supervisors expressed a desire to avoid directive feedback in an effort to help STs build confidence. CTs who did not seem to think “they should play an active role in student teachers’ learning” provided little or no feedback to their ST’s, preferring to emphasize general issues and the value of time and practice in improving teaching (p. 507). Findings from Killian and McIntyre’s (1985) study indicate that CTs’ tendency to avoid giving feedback, especially critical feedback, can be mediated through training. Cooperating teachers who received supervisory training provided more frequent feedback to their STs including critical feedback.

Conflict As Opportunity for Professional Growth. Conflict avoidance of in the CT–ST relationship may be typical, but differences in role expectations, ways of thinking about teaching, and implementing pedagogy offer opportunities for professional growth (Graham, 1997). Graham proposes that

not all tensions can (or should) be resolved during the student teaching experience. Positioning a teacher to become a lifelong learner and researcher of his own practice is a process that takes time. And each

student teacher must go through that process according to his own developmental timetable (p. 525).

Graham (1997) utilized a case study approach to examine the tensions present in two MT – ST dyads. The MTs participated in a university partnership designed to reframe the ways in which classroom teachers and university teacher educators worked together. Student teachers and MTs had ongoing contact with university teacher educators throughout the year-long student teaching experience.

The dyad comprised of Michael (ST) and Sandy (MT) experienced tensions regarding personal teaching philosophies. Michael was an articulate graduate student who, in the university setting, voiced strong opinions about the importance of democratic classroom structures. He found it difficult to implement his ideals in the classroom setting and became overwhelmed by feelings of insecurity. Michael was unable to remove his focus from “concern for self” to concentrating on students and their learning (Graham, 1997, p. 518).

Michael's MT, Sandy, first attempted to handle problems with Michael's performance on her own, but eventually sought the support of a university faculty member. Together, they worked to help Michael develop strategies for community building and lessons which encouraged students' active construction of knowledge. These efforts were supplemented with planning conferences, modeling, action research and reflective journaling. Michael continued to teach in directive ways which were contrary to his expressed beliefs and the culture of

learning Sandy had established in her classroom. The relationship between Michael and Sandy deteriorated significantly, and a three-way conference mediated by the researcher did not bring about clarity regarding teaching philosophies and expectations.

Ben (ST) and Jane (MT) were members of the second dyad featured in Graham's (1997) study. Differences regarding a tolerance for ambiguity created tension in their relationship. Ben viewed his MT as an expert and looked to her for answers. In university coursework, he felt overwhelmed by case study tasks that required him to consider large amounts of information about individual students and multiple possibilities for approaching their cases.

Jane, Ben's MT, is described by Graham (1997) as highly reflective and interested in "discourse of possibility rather than certainty" (p. 521). She did not want Ben to view her as an expert with ready answers. Her efforts to encourage his reflective thinking led to tensions in their relationship. These tensions were not resolved during student teaching, but Ben did come to appreciate the value of Jane's approach "once he had the time and distance to reflect on the experience" (p. 524).

The differing tensions evidenced in each case study served as important points of conversation and reflective processing for both the STs and MTs (Graham, 1997). These conflicts were inherently tied to role perceptions and the purposes of student teaching. Conflicts such as those described by Graham can

promote dialogue informing CTs' and STs' perceptions and challenging their thinking (Enz & Cook, 1992).

Feedback and Reflection As Part of the Cooperating Teacher Role

The job of cooperating teacher is to talk aloud about what they do and why, to demonstrate how to probe and extend student thinking, to alert student teachers to interpret signs of understanding and confusion in pupils, to stimulate student teachers to talk about their reasons for decisions and actions and the difficulties inherent in finding out what pupils know and what they need to learn. (Feiman-Nemser & Buchmann, 1987, p. 272)

In articulating their view of the CT role, Feiman-Nemser and Buchman strike at the critical importance of feedback and communication to the student teaching experience. Student teachers tend to think about teaching from the limited perspective of their own experience as students (Carter & Gonzalez, 1996).

They struggle with finding productive ways of thinking about their work (Richert, 1990). As a daily witness to the teaching and learning experiences in which STs engage, CTs are uniquely positioned to help STs make sense of these experiences through feedback and reflective conversation.

Lack of Feedback. Cooperating teachers do not always provide their STs with feedback or opportunities to reflect (Borko & Mayfield, 1995; Feiman-Nemser & Buchmann, 1987; Johnston, 1994; Killian & McIntyre, 1988).

Cooperating teachers who believe learning to teach is a function of experience

do not perceive the provision of feedback as an important aspect of their role (Borko & Mayfield, 1995; Lortie, 1975). Lemma (1993) studied the interactions of one CT–ST dyad in an attempt to understand the lack of feedback and absence of opportunities to reflect which seemed characteristic of CTs who had received supervision training through Connecticut’s CORE Institute. Data from showed dyad conversations tended to focus on general topics. The CT gave little direct feedback on the ST’s performance, and those comments she did make were not based on observational data. Conversation seemed to be balanced between the CT and ST, but neither engaged in reflective processing. Lemma concluded the CT’s “hands-off” approach to providing her ST with feedback could be attributed to the following reasons:

1. The ST was perceived to be competent.
2. The collegial relationship was subject to the norms of the teaching profession; colleagues do not provide one another with critical feedback or engage in conversation about teaching.
3. The ST’s lack of overt deficiencies meant conversations could be amiable and focused on general topics. (pp. 540-541)

Perceptions of ST competence may be connected to the degree to which a ST’s teaching performances match the style or approaches of his/her CT (Gonzalez & Carter, 1996).

The findings of Lemma’s (1993) study are mirrored in Wilkins-Canter’s (1997) research on CT feedback. In each of the six CT–ST dyads, conferences

occurred on a daily basis, but were usually less than five minutes in length. Student teachers typically needed to ask CTs for suggestions regarding their teaching performance. Cooperating teachers responded by providing “how to” advice in an effort to focus on problem correction, not reflection. Feedback from these CTs was primarily oral and not based on observational data. Wilkins-Canter also reported CTs and STs did not view the absence of clinical supervision as problematic.

Characteristics of the Feedback Cooperating Teachers Provide. When CTs do give feedback, the amount and type vary (Miller, Hudson, & Lignugaris/Kraft, 1992). Miller et al. (1992) asked CTs in special education classrooms to document interactions with their STs. Planning was perceived by both elementary and secondary CTs as the most important element of conferencing with STs; yet, their time logs indicated that actual time spent planning with STs dropped after the first quarter. Echoing the findings of previously noted studies, feedback was mostly verbal.

Differences in the ways CTs provide feedback may be attributed, in part, to grade level (Killian & McIntyre, 1988). Elementary CTs tend to talk more regularly with STs than do their secondary counterparts (Miller et al. ; Killian & McIntyre). Killian and McIntyre suggest one reason for this difference might stem from the elementary school schedule which provides more opportunities for informal conversation as students move to different activities. Secondary CTs in Killian and McIntyre’s study conversed with their STs about general educational

issues and social activities while elementary CTs had more conversations that might be characterized as reflective in nature.

Cooperating Teachers' Advice and Student Teacher Reflection. "If a student teacher is to engage in reflective thought, to be mindful as opposed to mindless, be thoughtful as opposed to thoughtless, it may depend, at least to some extent, on the cooperating teacher's advice and recommendations" (Dunn & Taylor, 1993, p. 412). In their study of eight randomly selected CT – ST dyads, Dunn and Taylor gathered data on the nature of advice given by CTs to STs and sought to discover what, if any, differences existed between the advice of experienced CTs and first-time CTs. The authors define an advice strategy as "'instruction' that encourages a learner to look for relationships patterns to facilitate development of conceptual knowledge or higher level rules that may be used in subsequent problem solving" (p. 412). The purpose of advice is to cause learners to think about past and present experiences in ways that help them "think and act during future cases." (p. 412)

Dunn and Taylor's (1993) findings showed the that STs, in general, gave were not encouraged to compare present cases with either past experiences or future events; consideration of the moral dimensions of STs' teaching was also not encouraged by CTs. When such advice-giving occurred, it did not appear to be planned or intentional. Experienced CTs, desirous of providing their STs with a rationale for their recommendations, gave more advice providing justification than their inexperienced counterparts. The conferences between experienced

Johanson, Norland, Olson, Huth, & Bodensteiner, 1999). Bender (1995) stresses all participants need to have a voice in an electronic discussion and that listservs may be beneficial for a shy student in achieving that end. In order to ensure that full participation occurs, several considerations need to be taken into account. Participants need time and opportunity to become familiar and comfortable with the technology before being asked to engage in the substance of discussion (Williams & Merideth, 1996). Ongoing staff development and support for listserv users should be built into the design and operation of the listserv (O'Neil, 1995). Finally, Tagg (1994) suggests that moderators of discussion in electronic forums consider sharing their leadership role. When listserv participants are provided with opportunities to facilitate electronic conversation such responsibility encourages greater investment in and ownership of the discussion. Electronic listservs, designed with these considerations in mind, can provide forums for the kind of conversations which change mental models (O'Neil) and actually enhance communication among the stakeholders in the student teaching experience.

Selection and Evaluation of Cooperating Teachers

“Philosophically, logically, practically, and where research is available, empirically, the cooperating teacher is the most influential component of the student teaching program and quite probably is one of the most influential individuals in the entire teacher education program” (Blocker & Swetnam, 1995, pp. 20-21). Despite the significance of the CT role, there is little research

regarding the processes utilized in selecting classroom teachers for this all-important work (Blocker & Swetnam).

Criteria commonly utilized in choosing CTs includes teacher experience (Brodbelt, 1980), administrative recommendations (Blocker & Swetnam, 1995), licensure in an area comparable to the ST's field of study (Blocker & Swetnam), and a spirit of willingness (Brodbelt; Howey, as cited in Nagel, Driscoll, & Grimala, 1991). These typical selection procedures are characterized by Blocker and Swetnam as "lax" (p. 21), because "not all veteran teachers are equally qualified or interested in supporting a beginner" (Enz, 1992, p. 65). Selection (Nagel et al.) and evaluation (Connor & Killmer, 1995; Nagel et al.) of CTs constitutes an area of teacher education reform that has been largely ignored.

In an attempt to better understand changes in the processes employed for selecting CTs, Blocker and Swetnam (1995) examined the selection and evaluation practices of 14 teacher preparation institutions in a mid-western state. Specifically, Blocker and Swetnam wanted to know how CTs are chosen and evaluated, whether evaluation information is utilized to place future STs with specific CTs, and how selection and evaluation practices have changed over time. Data in the forms of a survey, content analysis of CT handbooks and evaluation documents, and telephone interviews with student teaching program directors was gathered from 13 responding institutions.

In their interviews, student teaching program directors indicated the most important criteria in selecting CTs were recommendations from principals, a

minimum of three years' experience as a classroom teacher, and evaluations of CT supervision of previous STs (Blocker & Swetnam, 1995). Although principals were perceived as most influential in selecting CTs, none of the surveyed institutions requested evaluation information regarding CT performance from building administrators. As well, only seven of the surveyed institutions utilized formal evaluation procedures (Blocker & Swetnam, 1995). Interestingly, only four program directors indicated they referred to evaluation information before making new student teaching placements. Directors of student teaching in the institutions which did not report maintaining records of CT performance indicated information about CTs is "known to them, and they remember it when making future placements" (p. 25).

Classroom experience and interpersonal skills were ranked by student teaching program directors as the most important qualities of effective CTs. Training in supervision was not, however, a requirement for CTs working with 12 of the 13 institutions. In fact, eight of the institutions offered no workshops or coursework in supervision of STs.

It would appear that practices regarding the selection and evaluation of CTs in these surveyed institutions remain "rooted in tradition" (Blocker & Swetnam, 1995, p. 25). The authors of this study suggest one reason for this relatively lackadaisical approach to CT selection lies in a fear of damaging relationships with area schools by making processes more stringent. Such concerns should not prevent teacher preparation programs from examining the

selection and evaluation processes currently utilized, options for CT training, and systems for acknowledging the important role CTs play in teacher preparation.

“The supervising teachers who guide prospective teachers in their most important learning experience in teacher education must be thoughtfully and systematically selected, recognized, and rewarded by teacher education programs” (Blocker & Swetnam, 1995, p. 27).

Cooperating Teacher Training

While it is necessary for the student teacher to have the opportunity to observe a ‘good’ teacher for an extended period of time, it is also necessary that the cooperating teacher be a teacher-educator as well, in order to understand the needs of the student teacher and to plan and pace the experiences and responsibilities to the student teacher’s needs and ability. (Blocker & Swetnam, 1995, p. 21)

Building a supervisory relationship with STs is a complex task for which CTs are typically unprepared (Grimmett & Ratzlaff, 1986; Thies-Sprintall, 1986).

“Although teacher education programs may recommend specialized training for cooperating teachers, the training is rarely required” (Blocker & Swetnam, p. 21).

For instance, Chapter 77 of the Iowa Code (1993) identifies standards for teacher preparation programs and requires Iowa institutions to provide CTs with an annual workshop of at least one day in length to address objectives for student teaching, responsibilities of the CT, and any other information the university “deems necessary” (Iowa Code, §77.14(7)). Drake University offers

orientation instruction to CTs prior to the beginning of each student teaching semester. However, attendance at this orientation is not required. Training in supervision is also not a prerequisite for CTs working with Drake University STs.

Recommendations for Cooperating Teacher Training. Recommendations for CT training are prevalent in the literature (Wolfe, 1992). Copas (1984) proposes that the orienting, inducting, guiding, reflecting, cooperating, and supporting behaviors identified as effective by elementary STs serve as a framework for structuring a CT training curriculum. Suggested elements for CT training include observational data gathering (Connor & Killmer, 1995) and approaches to providing feedback (Wilkins-Canter, 1997; Connor & Killmer) and advice (Dunn & Taylor, 1993). Understanding of the clinical supervision process is critical, Wilkins-Canter argues, because CTs' own experiences with the process may be limited and modeling of clinical supervision by the US may be inadequate.

An understanding of the characteristics (Williams, 1995), needs (Enz, 1992), and preservice training experiences (Connor & Killmer, 1995) of beginning teachers is fundamental to effective CT supervision. Training in mentoring and interpersonal communication skills (Connor & Killmer; Wolfe, 1992; Hoover, O'Shea, & Carroll, 1988) are also recommended. It cannot be assumed that CTs, or other members of the triad for that matter, possess the "skills and predisposition needed" to dialogue about teaching and the process of learning to teach at levels beyond the technical (Johnston, 1994, p. 81).

In fact, some researchers call for mutual CT–ST training (Johnston, 1994; Smith, 1990). Mutual training offers opportunities for CTs and STs to identify and clarify their role expectations as well as develop skills for managing conflict (Shippy & Garland, 1991). Training for both CTs and STs also provides them with time to “communicate with each other regarding the purposes of student teaching and the goal of supervision” (Hoover, O’Shea, & Carroll, 1988, pp. 22-23). Moreover, such training may enable STs to participate more actively in the construction of their student teaching experience by requesting data and feedback on their teaching and developing their own professional goals (Wilkins-Canter, 1997).

Efforts to prepare CTs for their role should particularly attend to classroom teachers at the secondary level (Killian & McIntyre, 1988). In their study of the field experiences of both elementary and secondary preservice teachers, Killian and McIntyre found a number of differences based on grade level regarding the types of activities and interactions in which these preservice teachers engaged. Killian and McIntyre comment that “the early field experiences of the elementary field experience students appear to have been richer and to have contained more opportunities to practice the craft of teaching than did the experiences of the secondary majors” (p. 40). Based on their earlier research, Killian and McIntyre note that although secondary CTs would benefit from training, they may also “be less likely than their elementary counterparts to participate” when training is made available (p. 40).

Effects of Cooperating Teacher Training. There are positive effects associated with CT training (Borko & Mayfield, 1995). Wheeler found trained CTs provided “more specific feedback” (as cited in Borko & Mayfield, p. 516); Thies-Sprinthall noted training improved the active listening skills of CTs, CTs’ implementation of various models of teaching, and autonomy (as cited in Borko & Mayfield); Painter and Brown documented enhancement of CT–ST communication as an outcome of CT training (as cited in Borko & Mayfield). Smith (1990) studied STs’ reports of present and ideal supervisory behavior before and after student teaching. Mutual CT–ST training and ongoing practice with the processes of clinical supervision increased STs’ satisfaction with supervisory behaviors (Smith).

Cooperating teacher training in supervisory techniques and experience in working with preservice teachers have significant effects on the types of experiences preservice teachers engaged in during field experiences (Killian & McIntyre, 1985). The trained CTs in Killian and McIntyre’s study involved preservice teachers in whole group teaching earlier in the field experience and with greater frequency than untrained CTs. These trained CTs were more likely to spend greater time in planning with preservice teachers and provide more feedback, including critical feedback. Killian and McIntyre found a negative correlation between CT experience and the likelihood that the CT would “discuss his/her own teaching and management” with the field experience student (p. 9).

Cooperating teachers report personal and professional benefits from training (Clinard, Ariav, Beeson, Minor, & Dwyer, 1995; Wilson, McClelland, & Banaszak, 1995). Cooperating teachers, working with the University of California – Irvine’s professional development schools (PDS), received training in Cognitive Coaching and participated in monthly dialogue groups (Clinard et al, 1995). Assuming the title of “University Associate,” these CTs reported that training and ongoing support accompanying their role impacted the teaching and learning activities in their classrooms (Clinard et al., p. 3). University associates also noted that training enhanced their professional confidence, “commitment to the development of quality teacher education,” interpersonal skill, and “respect for the university faculty” (Clinard, et al., pp. 22-23).

Supervision techniques, team-building, and biweekly meetings comprised the training of CTs working with the University of Alabama as “Clinical Master Teachers” (Wilson, McClelland, & Banaszak, 1995, p. 3). Multiple sources of data revealed clinical master teachers “experienced growth, particularly in their supervisory abilities” (Wilson et al., p. 7). Clinical master teachers evidenced increased “commitment to helping” their STs “succeed”; communication between STs and their clinical master teachers was more frequent, and feedback to STs increased (Wilson et al., p. 11). Not surprisingly, STs reported a preference for working with clinical master teachers. Clinical master teachers felt professionally empowered due, in part, to “their raised status among their colleagues” and the element of teaming central to the program’s design (Wilson et al., p. 7).

The training of CTs, it seems, produces desirable results. When CTs are able to effectively implement the supervision process, "its ideal purpose of helping teachers improve instruction" can be realized (Smith, 1990, p. 139). Enhanced teacher efficacy (Borko & Mayfield, 1995; Clinard et al, 1995; Wilson et al., 1995) and greater consistency in the quality of STs' field experiences (Killian & McIntyre, 1988) are also possible with the implementation of CT training.

Cognitive Coaching

A feature of many CT training programs, Cognitive Coaching (Costa & Garmston, 1994) is an approach to clinical supervision which emphasizes reflection. Employing a variety of nonjudgmental strategies, the cognitive coach mediates a teacher's thinking, assisting the teacher to become more aware of the internal thought processes guiding his/her teaching behavior. Garmston, Linder, and Whitaker (1993) write:

The ultimate goal of Cognitive Coaching is teacher autonomy: the ability to self-monitor, self-analyze, and self-evaluate. In early cycles of Cognitive Coaching, the coach must draw these capacities from the teacher, but as the cycles continue, a teacher begins to call upon them internally and direct them toward an area of personal interest. (p. 58)

The coaching process involves four phases. In Phase I, the planning conference, the teacher clarifies his/her goals for the lesson, considers indicators of student achievement, and engages in mental rehearsal for the upcoming

lesson. Following Phase II, observation of the teaching/learning experience, data collected by the cognitive coach serves as a reference for teacher reflection, Phase III. A variety of mediational strategies are utilized by the cognitive coach during the reflecting conference to assist the teacher in thinking about planned and experienced outcomes, as well as the link between his/her decision-making and student achievement. Phase IV provides the teacher with an opportunity to synthesize his/her thinking and comment on aspects of the coaching process that facilitated new levels of awareness. The application phase informs new action for both the teacher and cognitive coach.

Costa and Garmston (1994) describe the coaching process as a map. "A map simply displays the territory, and travelers can choose different roads to get to their destinations" (p. 17). The four phases of Cognitive Coaching and their component parts are not a rigid sequence. In working with a teacher, the cognitive coach utilizes a variety of strategies to assist the teacher in fully exploring his/her thinking. Paraphrasing, mediational questions, goal setting, and desired-state leads are some of the tools upon which a cognitive coach draws (Costa & Garmston, 1993).

Costa and Garmston (1994) state that:

Experience can bring change, but experience alone is not enough.

Experience is actually constructed: compared, differentiated, categorized, and labeled. This allows the teacher to recognize and interpret classroom events, departures from routines, and novel occurrences. Thus, the

teacher can predict the consequences of possible alternatives and activities. Without this conceptual system, the teacher's perception of the classroom remains chaotic. (p. 100)

Costa and Garmston also note that "If teachers do not possess these mental capacities, no amount of experience alone will create them. It is through mediated processing and reflecting upon experience that these capacities will be developed" (p. 101). Cognitive Coaching is an approach to mentoring which offers MT's opportunities to help ST's become more aware of the thinking guiding their preservice teaching experiences and to develop self-reflective skills.

An examination of the student teaching literature shows that the role of the MT in the student teaching experience is rich and complex. Mentor teachers look to universities for information regarding their role, but also define their work with student teachers in light of their beliefs about the value of experience in learning to teach. Interactions with student teachers are shaped by a host of factors ranging from differences in role perception to approaches to providing feedback. While the literature emphasizes the pivotal part MTs play in the ST experience, it is also clear that quality of processes for selecting, preparing, and evaluating MTs varies widely. Those institutions implementing educational programs for MTs report a number of benefits for both MTs and STs. By "turning the mirror inward" (Senge, 1990, p. 9) and examining the facets of the MT role, a better understanding of the student teaching experience can be gained.

CHAPTER 3

Methodology

Sample

During the 1998-99 academic year, 122 MTs worked with Drake University STs. A total of 108 MTs for Drake University's Student Teaching Program participated in the study. The 108 MTs completing the survey constitutes an 89% rate of return.

Fifty-three MTs worked with Drake University STs during the fall 1998 semester and 48 MTs returned the survey. The return rate for the fall 1998 MT group was 91%. In describing the ages of children with whom they work, 3 of the 48 worked with preschool-age children, 17 taught at the elementary level, 10 were middle school/junior high teachers, and 20 MTs taught at the high school level. The mean number of years fall MTs had taught was 20.02 years (standard deviation 9.07). The mean number of times fall MTs had worked with STs was 7.64 times (standard deviation 6.36). The mean number of times fall MTs had worked with Drake University ST's was 2.85 times (standard deviation 2.20).

Sixty-nine MTs worked with Drake University STs during the spring 1999 semester. Sixty MTs completed and returned the spring survey, constituting an 87% return rate. Of those MTs responding in the spring semester, 12 subscribed to the listserv offered to spring MTs. Twenty-eight of the spring MTs worked with elementary-age children, 5 taught at the middle school/junior high level, and 29 worked with high school students. None of the spring MTs worked with

preschool children. The mean number of years spring MTs had taught was 19.18 years (standard deviation 8.13). The mean number of times spring MTs had worked with STs was 5.54 times (standard deviation 4.46). The mean number of times spring MTs had worked with Drake University STs was 1.68 times (standard deviation 1.21).

Materials

Survey. At the end of the fall 1998 and spring 1999 semesters, MTs completed a survey, reporting descriptive information about their teaching experience and service as a MT (see Appendix A). The instrument contained forced-choice and open-ended questions. Four items focused on demographic information: level of students taught, years in teaching, experience as a MT, and experience as a MT with Drake University.

Mentor teachers were asked to note whether they utilized any of the forms of training and support provided by Drake University during the 1998-99 academic year, or at any previous time. Respondents were then asked to rank the degree to which they found effective the following forms of training and support provided by Drake University: the Drake University Student Teaching Handbook, the MT orientation meeting, and the university supervisor. Spring MTs also responded to questions about the effectiveness of listserv discussion focusing on principles of Cognitive Coaching. Following each of the items about Drake University training and support, the survey offered open-ended questions

inviting MTs to provide rationale for the ratings they assigned each form of training and support.

Other survey items focused upon the degree to which MTs preferred utilizing mentoring behaviors in working with STs, the level of perceived difficulty related to issues associated with mentoring STs, and the degree to which they utilized a variety of sources of training and support for their role. The latter items utilized a forced-choice response format. In addition, MTs were asked to respond to open-ended questions about the manner in which they became involved in working with STs, their valuing of training for the MT role, and opinions about the delivery and frequency of MT training and support. Spring MTs were also invited to provide recommendations regarding the continuation of listserv support for their work with STs.

Survey Letter. A letter stating the survey purpose and requesting response from MT recipients accompanied each instrument (see Appendix B). The letter provided information about the deadline for returning completed surveys and procedures for maintaining confidentiality. Mentor teachers were also invited to ask for a copy of survey results.

Listserv. During the spring 1999 semester, an electronic listserv was established and made available for spring MTs to utilize. Designed to provide an electronic forum for discussing issues related to working with STs, spring MTs were encouraged to share expertise and experiences in mentoring STs, providing one another with a form of ongoing support between USs' visits. The

listserv also focused on principles of Cognitive Coaching, and short messages highlighting coaching tips were posted by the researcher on a biweekly basis. These biweekly messages included the following topics: distinctions between coaching and evaluating; building rapport with a ST; listening and paraphrasing as coaching tools to help STs reflect upon their own thinking; questioning for different purposes; the power of questions based on positive suppositions; and the planning conference, teaching event, and reflecting conference as elements of a coaching sequence. Each listserv message focusing on principles of Cognitive Coaching was followed by a series of questions, inviting MT subscribers' comments and suggestions.

Listsrv Instructions. During the spring 1999 MT orientation, MTs were provided with a set of directions for subscribing to the Spring 1999 Mentor Teacher Listserv (see Appendix C). Copies of these directions were mailed to each MT at the beginning of the spring semester and mid-way through the semester. Listserv directions provided instruction for subscribing to the listserv, reading listserv messages, responding to listserv messages, posting public comments on the listserv, sending messages to the listserv facilitator, and sending technical difficulty messages to the university listserv system operator. These instructions, written in step-by-step, non-technical language, also included several website addresses which the MTs were invited to access for additional resources pertinent to their roles as MTs.

Listserv Subscription Letter. Following the spring 1999 MT orientation meeting, a letter of invitation to participate in the listserv discussion was sent in the mail to all spring MTs (see Appendix D). The letter of invitation listed the purposes of the listserv discussion group and included directions for subscribing to the listserv. An additional follow-up letter was sent to MTs midway through the spring semester, reminding those who had not yet subscribed of the opportunity to participate in an electronic discussion with their colleagues.

Design and Procedure

During the fall 1998 semester, the researcher constructed a survey designed to gather self-reported information from MTs working with Drake University STs during the 1998-99 academic year. Research findings from the literature on student teaching and the role of the CT, as well as the comments of a focus group, informed the development of survey items.

The focus group, which met on September 22, 1998, was comprised of six experts. One member had experience as a US and served as the student teaching program coordinator. Two members were classroom teachers who had experience in working with Drake University's Student Teaching Program in the capacity of MT. Two members were Drake University faculty both of whom had served as USs for the program. One of these faculty members served as a US during the fall 1998 semester. The researcher was present during the focus group meeting and facilitated discussion which centered upon the research questions guiding this study.

The survey was analyzed for clarity by a panel of eight USs working with the Drake University Student Teaching Program. The USs were all experienced classroom teachers and supervisors. One supervisor was a full-time faculty member for Drake University, and one served as an adjunct faculty member. Three USs were retired school administrators. Three supervisors were retired classroom teachers.

Following revisions based on comment by the panel of USs, the survey was distributed to fall and spring MTs on November 9, 1998 and March 30, 1999, respectively. An envelope coding system was utilized to track return receipt of surveys. All MTs who did not return their completed surveys by the requested date received a personal telephone call asking for their assistance in doing so.

Descriptive techniques were employed to analyze quantitative data. Responses to open-ended items were categorized and analyzed for themes. Frequency counts for each theme were calculated.

CHAPTER 4

Results

Primary Evidence

This study yielded findings regarding MTs' perceptions of Drake University training and support, preferences for mentoring behaviors, challenges in working with STs, and utilization of resources for their role in working with STs.

Qualitative evidence from MTs' responses to open-ended questions provide contextual information, framing the quantitative results reported in this section.

Effectiveness of Drake University Support. Mentor teachers responding to survey questions about the effectiveness of forms of training and support offered by Drake University rated each survey item on a Likert scale of one to five. A rating of one indicated the MT deemed the support to be not at all effective in equipping the MT for his/her role in mentoring STs. A rating of five signified that the form of Drake University support was very effective in preparing the MT for his/her role. Mean scores for both fall and spring MTs were calculated for each aspect of Drake University support. (See Table 1.)

Table 1

Fall and Spring Mentor Teachers' Ratings of Drake University Support

Effectiveness of DU Support	Fall Mentors			Spring Mentors			Mentors' Average Means
	M	SD	N	M	SD	N	
Effectiveness of DU orientation meeting	3.86	0.77	32	4.10	0.97	41	3.98
Effectiveness of DU student teaching handbook	3.77	0.94	44	3.84	0.85	46	3.80
Effectiveness of DU supervisor	4.06	1.003	25	4.23	0.86	29	4.14

The responses of spring MTs were disaggregated by whether or not the participant reported subscribing to the listserv. Mean scores for spring MT listserv subscribers and non-subscribers were calculated. The results of the independent, two-tailed t-tests used to analyze differences in the responses of MT listserv subscribers and non-subscribers regarding effectiveness of Drake University support did not yield probability levels which are significant at the 0.05 alpha level. Analysis of the responses of listserv subscribers and non-subscribers regarding effectiveness of Drake University support is reported in Table 2.

Table 2

Spring Mentor Teacher Listserv Subscribers' and Non-subscribers' Ratings of
Drake University Support

Effectiveness of DU Support	Spring Mentor Non- subscribers		Spring Mentor Subscribers		df	t score
	M	N	M	N		
Effectiveness of DU orientation meeting	4.09	32	4.14	7	37	-0.12
Effectiveness of DU student teaching handbook	3.94	35	3.50	10	43	1.46
Effectiveness of DU supervisor	4.15	19	4.42	7	24	-0.70

Preferences for Mentoring Behaviors. Mentor teachers were also asked to mark on a continuum the degree to which they preferred utilizing behavior characteristic of mentoring approaches. Each mark on the continuum served as a point value from one to six. Points on the continuum moving toward behaviors more closely aligned with coaching and mentoring were designated as higher in point value. A mark immediately next to the coaching and mentoring behavior constituted a value of six. Mean scores for both fall and spring MTs were calculated in terms of the degree to which the groups reported a preference for utilizing mentoring behaviors. (See Table 3.)

Table 3

Fall and Spring Mentor Teachers' Preferences for Mentoring Behaviors

Preferences for Mentoring Behaviors	Fall Mentors			Spring Mentors			Mentors' Average Means
	M	SD	N	M	SD	N	
Share decision-making	4.25	1.41	48	4.13	1.46	58	4.19
Ask questions to promote reflective dialogue	3.97	1.53	48	3.68	1.47	58	3.82
Promote experience as discovery	3.43	1.36	48	3.79	1.28	58	3.61
Provide frequent, descriptive feedback	4.80	1.30	48	4.81	0.96	58	4.81
Dialogue about theories and principles underlying decisions	2.96	1.35	48	2.99	1.45	58	2.97
Consider student teacher's developmental level	4.68	1.27	48	4.40	1.44	59	4.54

The responses of spring MTs were again disaggregated by whether or not the participant reported subscribing to the listserv. Mean scores for spring MT listserv subscribers and non-subscribers were calculated. The results of the independent, two-tailed t-tests used to analyze differences in the responses of

MT listserv subscribers and non-subscribers regarding preferences for mentoring behaviors did not yield probability levels which are significant at the 0.05 alpha level. Analysis of the responses of listserv subscribers and non-subscribers regarding preferences for mentoring behaviors is reported in Table 4.

Table 4

Spring Mentor Teacher Listserv Subscribers' and Non-subscribers' Preferences
for Mentoring Behaviors

Preferences for Mentoring Behaviors	Spring Mentor Non- subscribers		Spring Mentor Subscribers		df	t-score
	M	N	M	N		
Share decision- making	4.21	46	3.54	12	56	1.37
Ask questions to promote reflective dialogue	3.53	46	4.41	12	56	-1.86
Promote experience as discovery	3.72	46	3.66	12	56	0.14
Provide frequent, descriptive feedback	4.71	46	5.20	12	56	-1.59
Dialogue about theories and principles underlying decisions	3.09	46	2.58	12	56	1.09
Consider student teacher's develop- mental level	4.28	47	4.87	12	57	-1.26

Challenges In Working With Student Teachers. Mentor teachers in the fall and spring noted on a scale of one to four the degree to which they found challenging aspects of working with STs. On the scale, an item rated as a one was not at all challenging. An item marked as a four was very challenging. Mean scores for both fall and spring MTs were calculated. (See Table 5.)

Table 5

Fall and Spring Mentor Teachers' Challenges in Working with Student Teachers

Challenges	Fall Mentors			Spring Mentors			Mentors' Average Means
	M	SD	N	M	SD	N	
Develop personal and professional relationship w/ ST	1.56	0.82	48	1.45	0.77	59	1.50
Pace experience to match ST development	2.00	0.83	48	1.86	0.71	59	1.93
Allow ST to try new strategies	1.58	0.77	48	1.68	0.68	58	1.63
Use variety of observation techniques	2.02	0.84	48	2.01	0.82	59	2.02
Provide ongoing written feedback	2.04	0.90	48	2.41	1.08	58	2.22
Provide constructive criticism	1.60	0.68	48	1.77	0.87	59	1.68
Ask questions to engage ST in reflective dialogue	1.58	0.74	48	1.72	0.76	59	1.65
Utilize the clinical supervision process	2.00	0.80	48	2.00	0.95	59	2.00
Conference daily with the ST	1.35	0.64	48	1.54	0.73	59	1.44
Participate in conferences with ST and US	1.47	0.85	48	1.62	0.87	59	1.54

Other	2.83	1.61	3	3.00	1.00	3	2.91
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The responses of spring MTs regarding the degree to which they found challenging issues in working with STs were analyzed separately according to listserv subscription status. Mean scores for spring MT listserv subscribers and non-subscribers were calculated. The results of the independent, two-tailed t-tests used to analyze differences in the responses of MT listserv subscribers and non-subscribers regarding challenges in working with STs did not yield probability levels which are significant at the 0.05 alpha level. Analysis of the responses of listserv subscribers and non-subscribers regarding challenges in working with STs is reported in Table 6.

Table 6

Spring Mentor Teacher Listserv Subscribers' and Non-subscribers' Challenges in Working with Student Teachers

Challenges	Spring Mentor Non-subscribers		Spring Mentor Subscribers		df	t-score
	M	N	M	N		
Develop personal and professional relationship w/ ST	1.36	47	1.83	12	57	-1.93
Pace experience to match ST developmental level	1.82	47	2.00	12	57	-0.74
Allow ST to try new strategies	1.63	47	1.90	11	56	-1.19
Use variety of observation techniques	2.02	47	2.00	12	57	0.07
Provide ongoing written feedback	2.50	46	2.08	12	56	1.19

Provide constructive criticism	1.78	47	1.75	12	57	0.13
Ask questions to engage ST in reflective dialogue	1.68	47	1.91	12	57	-0.95
Utilize the clinical supervision process	2.00	47	2.00	12	57	0.00
Conference daily with ST	1.53	47	1.58	12	57	-0.21
Participate in conferences w/ ST and US	1.61	47	1.66	12	57	-0.17
Other	4.00	1	2.50	2	1	1.73

Resource Utilization. Fall and spring MTs rated the degree to which they utilized a variety of resources in constructing and enacting their roles in working with STs. For each resource listed, MTs rated the item on a scale of one to four. A resource designated with a one was not utilized by the MT. Resources marked with a four were utilized extensively by the MT. Mean scores for both fall and spring MT groups were calculated. (See Table 7.)

Table 7

Fall and Spring Mentor Teachers' Utilization of Resources for Their Role

Resource Utilization	Fall Mentors			Spring Mentors			Mentors' Average Means
	M	SD	N	M	SD	N	
DU Orientation	1.88	0.93	45	2.10	1.05	60	1.99
DU Handbook	2.46	0.71	47	2.40	0.87	60	2.43
DU Supervisor	2.31	0.78	47	2.20	0.84	60	2.25
Own ST experience	2.85	0.98	47	2.75	1.02	60	2.80
Colleague w/ MT experience	2.34	1.04	47	2.11	0.92	60	2.21
Own MT experience	3.15	0.99	46	3.01	1.10	58	3.08
Administrator	1.59	0.71	47	1.58	0.67	60	1.59
Graduate coursework	2.10	1.00	47	1.75	0.95	60	1.92
Staff development	1.97	0.94	47	1.98	0.89	60	1.98
Reading	2.14	0.91	47	1.83	0.91	60	1.98
Technology	1.45	0.69	46	1.38	0.64	59	1.41
Other	4.00	NA	4	4.00	NA	1	4.00

The responses of spring MTs regarding the degree to which they utilized resources in working with STs were analyzed separately according to listserv subscription status. Mean scores for spring MT listserv subscribers and non-subscribers were calculated. The results of the independent, two-tailed t-tests

used to analyze differences in the responses of MT listserv subscribers and non-subscribers regarding resource utilization did not yield probability levels which are significant at the 0.05 alpha level. Analysis of the responses of listserv subscribers and non-subscribers regarding resource utilization is reported in Table 8.

Table 8

Spring Mentor Teacher Listserv Subscribers' and Non-subscribers' Utilization of
Resources for Their Role

Resource Utilization	Spring Mentor Non- Subscribers		Spring Mentor Subscribers		df	t-score
	M	N	M	N		
DU Orientation	2.08	46	2.30	13	57	-0.63
DU Handbook	2.38	47	2.92	13	58	-1.89
DU Supervisor	2.19	47	2.54	13	58	-1.47
Own ST experience	2.78	47	2.92	13	58	-0.42
Colleague w/ MT experience	2.10	47	2.53	13	58	-1.48
Own MT experience	3.00	45	2.30	13	56	1.83
Administrator	1.63	47	1.61	13	58	0.10
Graduate coursework	1.72	47	1.53	13	58	0.61
Staff development	1.91	47	1.84	13	58	0.24
Reading	1.80	47	1.84	13	58	-0.13
Technology	1.30	46	1.30	13	57	-0.01
Other	NA	0	NA	0	NA	NA

Data Analysis

Effectiveness of Drake University Support. All MT groups reported that the traditional forms of support offered by Drake University in the forms of a MT orientation meeting, ST handbook, and university supervisor, were moderately effective to effective in equipping them for their role in working with ST's. (See Tables 1 and 2.) There were no significant differences among the ratings assigned to each type of Drake University support among spring MTs who either subscribed, or did not subscribe, to the MT listserv. (See Table 2.)

Qualitative responses from 12 fall and 10 spring MTs regarding the Drake University MT orientation meeting noted a general level of satisfaction with the way the meeting addressed expectations for STs and MTs. A total of 16 MTs providing qualitative responses noted that the orientation meeting met their needs for information about the student teaching calendar and university procedures. One MT wrote, "Appropriate setting for Drake to dispense common information. Allows mentor teacher to interact with Drake staff face to face. Allows for clarification of any expectations." Of the 11 MTs expressing the view that the orientation meeting was too general, one MT wrote, "Because I attended with my very first mentoring program, I would have liked more guidance in ways to deal with student teacher problems. It was more information on filling out forms."

When asked to explain their rating of the effectiveness of the Drake University Student Teaching Handbook, 13 MTs expressed appreciation for the

handbook's format and organization. Twenty-three MTs noted they used the handbook as a source of information regarding their role and the role of the ST. Twenty-four MTs reported referencing the handbook for information about evaluation forms and timelines. Those MTs who said they did not utilize the handbook extensively during the student teaching semester indicated they were already familiar with procedures based on their past experiences as MTs . One MT wrote, "I didn't use it much because most of the time I utilized the supervising instructor."

Though there were slight differences in the mean ratings assigned to each form of support, all groups of MTs ranked the US as most effective in providing training and support for their mentoring role. In providing an explanation for their ratings of US effectiveness, 27 fall and spring MTs reported they viewed the supervisor as a colleague who provided them with support by clarifying university procedures and confirming MTs' individual assessments of ST performance. A fall MT wrote, "She reinforced my observations. I know if I would have had any concerns I wasn't sure how to handle, the supervisor is someone I could turn to." Fourteen MTs indicated that USs' approachability and listening skills were key to enhancing the MT-supervisor relationship. Five MTs identified the US as an ineffective resource, attributing the ineffectiveness to infrequency of communication.

Preferences for Mentoring Behavior. Mentor teachers in both fall and spring groups reported slight preferences for all but one of the mentoring

behaviors listed on the survey. (See Tables 3 and 4.) Mean scores calculated for MT responses indicate that MTs prefer to share decision-making about the ST experience with their STs and feel it is somewhat important to ask STs questions in order to promote reflective dialogue about teaching and learning. Mentor teachers responding to the survey preferred to promote experience as a way of discovering effective classroom practices as opposed to modeling techniques which STs should replicate. Aspects of working with STs which MTs most preferred included providing STs with frequent, descriptive feedback and pacing the ST experience in accordance with STs' developmental levels.

Mentor teachers ranked as least preferred the mentoring behavior of discussing with STs the theories and principles underlying teaching decisions. One MT wrote, "[Student teaching is] time for practice, [sic] too much theory," MT's reported a greater preference for focusing individual ST's attention on improvement of his/her teaching and management skills. There were no significant differences in the self-reported preferences for mentoring behaviors among the spring MT listserv subscribers and non-subscribers. (See Table 4.)

Challenges in Working with Student Teachers. Mentor teachers in both fall and spring groups reported that, of the issues in working with STs listed, each was not at all, or somewhat, challenging. Among the issues rated as least challenging were developing a personal and professional relationship with the ST, allowing the ST to try new strategies, providing constructive criticism, conferencing daily with the ST, and participating in conferences with ST triad

members. Fall and spring MTs rated as somewhat more challenging utilization of a variety of observation techniques, providing the ST with ongoing, written feedback, and employing the clinical supervision process. There were no significant differences among the responses provided by spring MTs who subscribed to the listserv and those who did not subscribe. (See Table 6.)

Resource Utilization. Mentor teachers in both the fall and spring semesters rated the traditional forms of support offered by Drake University, including the MT orientation meeting, the ST handbook, and university supervisor, as moderately effective in equipping them for their mentoring role. However, when asked to rate the degree to which they utilized Drake University supports as sources of information in working with STs, the mean responses of all MTs show that they relied upon the MT orientation meeting, handbook, and university supervisor only occasionally. Mentor teachers reported utilizing other sources of information more extensively in making decisions about their work with STs. A colleague with experience as a MT and the MT's own ST experience were rated by MTs as among the most important resources for their role. Among both fall and spring MTs the resource upon which the MTs reported drawing most extensively, was their own prior experience as MTs. In a qualitative response, one fall MT wrote, "The handbook was effective/helpful, however, my own experience and common sense is how I based what I thought my student teacher needed to cover." Of least importance as resources were administrators, graduate and staff development coursework, technological sources, and reading.

No significant differences among spring listserv subscribers and non-subscribers were found in terms of resource utilization.

Involvement with Student Teaching. When asked to explain how they became involved in working with STs, 47 fall MTs and 65 spring MTs responded to the open-ended question. Thirty-eight of the fall MTs and 44 of the spring MTs reported that their work with STs began when they were approached by a principal, district-level administrator, or university personnel. Nine fall MTs and 19 spring MTs expressed the view that working with STs was a personal interest and professional responsibility. One spring MT responded, "I felt it was a way to give back or contribute to the profession. I truly get as much as I give in this experience."

Mentor Teaching Training. A total of 34 MTs, in both fall and spring groups, reported that MT training was very important to them. Thirteen MTs felt the level of training and support currently offered by Drake University was satisfactory, while 11 MTs reported that training for their role was not important. Nine of these MTs expressed the view that experience as a MT was key. A spring MT wrote, "I think most of what I do now comes from experience. I learned technique from dealing with poor student teachers. Experience is the best training." Fourteen MTs in the fall and spring groups reported that training was not relevant to their role and, instead, should be directed toward the STs with whom they were working. For these MTs, the term, training, seemed to have a negative connotation.

When asked to list issues they would like to see addressed in MT training and support, MTs noted a wide variety of topics. Training topics cited by a minimum of five MTs include observation, feedback, and evaluation skills, as well as handling concerns with STs. Five MTs suggested that classroom teachers working with STs for the first time receive more comprehensive training, and that quick “refresher” types of workshops be made available to experienced MTs. A fall MT thought Drake University should “require first-time mentors (to attend training), or don’t give them a student teacher.” One spring MT wrote, “I think training options should be available for those who wish to utilize them – but for me, my own experience, and my interactions with the supervisor and colleagues is most valuable when discussing mentoring issues.”

In terms of delivery, seven MTs expressed an interest in receiving training through conversations and interactions with USs. One MT wrote, “Closer contact with the supervising teacher. They should observe mentor; it may explain some of the methods they see being developed in the student teacher.” Another MT echoed the notion of MT training facilitated by USs in his/her response. This MT suggested, “Maybe the Supervisor [sic] could have a mini training prior to the placement.”

Comments of Listserv Subscribers. Spring MTs subscribing to the listserv expressed general dissatisfaction with the lack of traffic on the listserv and wished information on the listserv had included more tips with which the mentors

were not already familiar. One MT said, “Good info. that was presented, but not necessarily “new” or different from what I have or would have used in the past.”

Twelve MTs providing responses to open-ended questions about the listserv indicated that access to e-mail and ongoing time constraints were issues related to their participation. One wrote, “I have to admit that I enjoyed the things I read on the listserv, but did not participate on-line myself. I think having a 7 week student teacher made for a faster pace and less time for the listserv.” In a comment about the listserv as an addition to an already full schedule, one MT said, “Most teachers are too busy to read their own e-mail. Many do not have computers in their rooms. For me, it was an issue of time.” Another MT stated, “This program should be very helpful, but I didn’t use it, because I don’t have access to e-mail; however, I strongly feel the program should be continued and expanded in order to strengthen communication among all involved individuals.”

Spring MTs subscribing to the listserv offered a number of suggestions to improve the listserv as a resource for classroom teachers working with STs. One MT suggested creating a web page for MTs with a chat room for discussion of issues related to student teaching and links to web pages for educators. Two MTs suggested including reminders regarding important dates in the student teaching semester. Another MT suggested that listserv information be made available in other formats to those MTs without readily available access to e-mail or the Internet.

CHAPTER 5

Discussion of Results

Discussion of Results

The MTs in this study represent a limited sample and findings based on their responses cannot be generalized. Further, participation in the spring listserv discussion group was minimal and sporadic among the thirteen MTs who reported subscribing to the electronic forum. A number of these MTs reported technical difficulty in subscribing to and/or receiving continuing access to messages posted on the listserv. The researcher discovered at the close of data collection that the university system responsible for maintaining electronic forums did not have staff personnel assigned to this area during the spring 1999 semester. Consequently, technical maintenance of the listserv system did not occur on a consistent basis when the MT listserv was operational. Despite these considerations, the results of the study are instructive as to the self-reported preferences of this group of MTs.

Effects of Listserv Discussion Group Participation. The null hypothesis posited in Chapter 1 is not disproved. Spring MTs subscribing to the listserv discussion group did not differ significantly from their non-subscribing colleagues in terms of their valuing of the forms of training and support offered by Drake University. Self-reported preferences for behaviors characteristic of mentoring approaches, the degree of challenge associated with aspects of working with STs, and utilization of resources for their role were similar among listserv

subscribers and non-subscribers. Therefore, participation in electronic listserv discussions did not effect significantly the self-reported perceptions of spring MTs.

Similarities Among Participating MTs and the Findings About MTs From Other Research. Mentor teachers surveyed in the fall and spring semesters of the 1998-99 academic year share remarkably similar views regarding the types of training and support offered by Drake University, the approaches utilized in their role in working with STs, the challenges in working with STs, and the types of MT resources upon which they are likely to draw. Survey responses from the MTs participating in this study evidence similarity to the findings about CTs in other studies. The majority of fall and spring MTs responding to an open-ended survey question about the ways in which they became involved in working with STs explained their initial work with STs as resulting from the request of a principal or district-level administrator. Findings from numerous studies and expert commentary indicate that the principal plays a chief role in selecting those classroom teachers who will work with STs (Blocker & Swetnam, 1995; Brodbelt, 1980; Nagel et al., 1991).

Mentor teachers participating in this study, responding to both closed and open-ended response items, valued information regarding their role in working with STs. Information regarding role responsibilities and university expectations was also important to the teachers featured in research by Williams et al. (1997) and Koerner (1992). MTs surveyed in the fall and spring semesters considered

the US to be a support in connecting university expectations with the MT's definition of his/her role and confirming the MT's assessment of ST performance. Positive views of the US as a liaison affirming the MT's work are reflected the comments of teachers in Koerner's (1992) study. These CTs expected university communication regarding their work with STs to be reciprocal.

In enacting their role as MT, teachers surveyed in both the fall and spring semesters expressed a preference for focusing ST attention on the technical aspects associated with improving teaching and management skills over conversing with STs about theories and principles underlying decisions about teaching and management issues. Woven throughout the qualitative responses of MTs were references to helping STs learn about the real world of teaching. Nagel et al. (1991, p. 10) notes that "neglecting the theory and knowledge presented in the university program" is not uncommon as teachers strive to help STs learn the technical elements of classroom routine and procedure. Echoing the findings of Richardson-Koehler (1988), MTs in this study viewed the student teaching experience as a time to develop practical skill. This view of student teaching replicates the desires of STs themselves who "search for recipes" and have "a dominant concern with methods of classroom discipline" (Johnston, 1994, p. 78). Johnston further writes, "These implicit needs preclude the desire for theory" (p.78).

Mentor teachers surveyed as part of this study expressed the belief that experience in working with STs was paramount in informing their mentoring.

Second in importance was the MTs' own student teaching experience. A reliance on previous work with STs and recollection of one's own field experiences were found to be important sources of information for teachers studied by Koerner (1992), Lortie (1975), and Richardson-Koehler (1988).

Training for the role and responsibilities associated with mentoring STs elicited a wide range of responses from MTs surveyed. The belief that experience as a MT was of utmost importance was a dominant theme. When listing training topics and forms of scheduling and delivery, MTs noted a variety of options. Training in observation techniques and problem solving with STs were among the most frequently cited topics. In terms of delivery, MTs expressed interest in working more closely with the US, suggesting that the US was positioned to most effectively provide information as needed. Variation among teachers' valuing of different forms of training and support was echoed in a study by Korinek (1989). Korinek noted that in terms of topic, scheduling, delivery, and incentive systems, commonality among teachers surveyed in her study could best be described as an expressed interest in variety. Mentor teachers in this study appear to hold similar beliefs about the importance of variety and choice in MT training.

Recommendations

Classroom teachers working with STs value direction in defining their role and expect universities to provide them with information regarding their responsibilities. Mentor teachers also actively construct their own definitions of

their role in mentoring STs. Consequently, they seek communication with university personnel that is interactive and reciprocal.

Provide Mutual Training for Both Mentor Teachers and Student Teachers.

A recommendation based on the findings from this study and a review of the literature is that Drake University provide time for MTs and STs to receive mutual training regarding role expectations and the supervision process (Smith, 1990). Mutual training offers a number of potential benefits for both MTs and STs. University training for MTs and STs provides a framework for establishing common understandings about the goals of student teaching and the role of the MT (Enz & Cook, 1992). Enz & Cook suggest that discussions among MTs and STs are beneficial because “[i]dentifying areas of harmony or dissonance about the role of the cooperating teacher by both parties is critical for the success of the developing professional” (p. 14). Shared role expectations are among the conditions enabling MTs and STs to more effectively work through situations of conflict (Garland & Shippy, 1990).

Through mutual training, participating MTs and STs receive needed time to establish collegial, supportive relationships (Smith). Lemma (1993) notes that MTs often view student teaching as an opportunity to learn from their STs. Enz and Cook (1992) characterize this notion of mutual, reciprocal learning as an important aspect of adult relationships. Grounding training for MTs and STs in the development of shared role expectations and mutual learning also

encourages STs to take a more active role in their internship experience (Wilkins-Canter, 1997).

Provide Options for MT Orientation and Training. The student teaching literature abounds with examples of the need for and arguments in favor of training of classroom teachers who work with STs. Mentor teachers participating in this study represented a diverse group in terms of their teaching background, experience in working with STs, and reasons for serving as MTs. Within the group of surveyed MTs, there was also variation in responses to questions regarding challenges, resources, and the effectiveness of Drake University support in carrying out their mentoring role. Variation in MT experience and preference for forms of training and support suggests that one approach will not adequately address the range of skills and needs MTs bring to their work with STs (Korinek, 1989).

Based on the findings from this study, it is recommended that Drake University examine its current practice of offering one-time MT orientation prior to the beginning of each ST semester. Mentor teachers surveyed in this study expressed dissatisfaction with the scheduling of the MT orientation sessions at one after-school time. Several MTs suggested that Drake provide orientation options which would allow classroom teachers to select a time frame conducive to their schedules.

A related recommendation involves providing different training and orientation content for first-time and experienced MTs. Mentor teachers in this

study who had experience in working with Drake University STs noted in qualitative responses that, while they found the orientation meeting to be generally helpful, the content of the orientation session was similar to that of orientation meetings held during previous years. These MTs suggested that the type of information currently presented during orientation might be most helpful to classroom teachers working with a Drake University ST for the first time. Providing first-time MTs with training and orientation offers the opportunity, not only to inform, but also to more powerfully shape subsequent mentoring practice (Dunn & Taylor, 1993; Killian & McIntyre, 1985).

Orientation and training content for experienced MTs which delves into the accomplished use of supervision and mentoring approaches positions such sessions as a professional development opportunity as opposed to a routine element in the schedule of the ST semester. Model programs, such as the Clinical Master Teacher Program at the University of Alabama (Wilson et al., 1995) and the University Teaching Associate Program at the University of California-Irvine (Clinard et al., 1995), reported positive outcomes regarding the professional development of classroom teachers participating in their training and support sessions. Classroom teachers working with STs in both programs noted enhanced professional status among their colleagues as a result of program training and support. Teachers participating in program training expressed increased confidence in their use of supervision techniques and ability to reflect

on their own practice. Teachers felt empowered in their work with STs, and STs preferred working with the MTs involved in these training and support programs.

Killian and McIntyre (1988) found differences in the ways elementary and secondary teachers structured field experiences for preservice teachers.

Generally, elementary teachers provided field experiences which allowed preservice educators greater and more varied opportunities to teach both small and large groups of students. Elementary teachers also conferenced with their STs more frequently after these teaching episodes. The work of Killian and McIntyre suggests that the content of MT orientation and training may also need to be qualitatively different for educators at elementary and secondary levels.

Cognitive Coaching In Mentor Teacher Training. While orientation and training for MTs should allow for some flexibility in scheduling and variation in mentoring experience, it is recommended that Drake University provide all MTs training in Cognitive Coaching (Costa & Garmston, 1994). Coaching is a key feature of MT training in model programs such as the University Teaching Associate Program at the University of California-Irvine (Clinard et al., 1995). Providing MTs with training in Cognitive Coaching has the potential to positively impact MTs, STs, and children in classrooms.

Coaching is elemental to effectively managing the complex process of supervising STs (Hoover et al., 1988). Mentor teachers skilled in coaching make their professional knowledge visible while helping STs think about “increasing the correspondence between practical theory and the actual teaching” (Franke &

Dahlgren, 1996, p. 628). Coaching strategies also shape the ways in which MTs provide STs with feedback. Coaching-oriented feedback assists STs with developing frames of reference for interpreting classroom events and reflecting upon these events in more expert ways (Gonzalez & Carter, 1996). Student teachers view ongoing coaching as a satisfactory supervisory behavior (Smith, 1990).

Coaching strategies also hold the potential to inform the work and thinking of the MT. Garmston, Linder, and Whitaker (1993) noted that coaching conferences with experienced teachers produced shifts in thinking. These shifts were characterized by movement from intuitive thinking and a search for right answers to a greater awareness of the principles and motivations underlying practice. Coaching, therefore, offers MTs with an opportunity to inquire into their own views of the process of learning to teach. Such examination may produce alternatives to the commonly held belief that learning to teach is merely an outcome of experience. Teachers participating in the University of California-Irvine program reported a greater commitment to their work with STs after participating in program training which included a component on Cognitive Coaching (Clinard et al., 1995).

Provide Ongoing Support. Mentor teachers require ongoing support after orientation and training (Duquette, 1994; Lemma, 1993). Model programs offer ongoing support of MTs in a variety of ways. The University of Ottawa and the University of Alabama offer regularly scheduled meetings throughout the ST

period for MTs to meet with one another and university faculty (Duquette; Wilson et al., 1995). These meetings provide MTs with time to communicate with university personnel, solve problems collaboratively, and provide general support for one another. The University of Georgia model (Graham, 1997) includes exchange of information among university faculty and MTs regarding on-campus curriculum throughout the year-long ST placement. Program coordinators at the University of Georgia also utilize a weekly newsletter, quarterly meetings, and e-mail to foster communication with, and among, MTs.

It is recommended that Drake University establish forms of ongoing support for MTs. Certainly MTs in this study viewed the US as a connection to the university throughout the student teaching semester. However, those MTs rating the US role as less than effective in supporting them in their work frequently ascribed their rating to a lack of communication with the US. It would seem that the US, visiting a minimum of six times during the ST semester, may not be able to meet all MT needs for support and university communication.

An electronic newsletter, bulletin board, or listserv are among the range of possibilities for providing Drake University MTs with additional sources of information and support while they work with Drake STs. Though the listserv featured in this study did not impact the beliefs of spring MTs, qualitative responses of listserv participants indicated they felt listserv communication should be continued. Forms of ongoing support provided through electronic media should be pursued with the caveat that not all classroom teachers have

readily available access to technological resources such as e-mail accounts. Mentor teachers commenting on this problem in their qualitative survey responses suggested that information provided electronically be sent in hard copy form to those teachers without access to e-mail.

Redesign the US Role. Studies on the efficacy of the US role indicate a mixed set of findings. A fixture of student teaching programs, the US often enters into his/her supervisory responsibilities with an ill-defined role (Williams et al., 1997). In constructing a working definition of the US role, supervisors often experience conflict as they consider competing obligations to the ST, MT, university, and profession (Slick, 1997). Additionally, the US enters classroom settings as an outsider. Classroom teachers may view the supervisor as someone with little experience and knowledge of the situation within which the ST is working (Veal & Rikard, 1998). For these, and other, reasons, researchers suggest that the US role be redefined (Borko & Mayfield, 1995; Veal & Rikard, 1998; Richardson-Koehler, 1988). Borko and Mayfield believe the US is positioned to provide the kind of supervisory training which would equip classroom teachers to more effectively serve as mentors and evaluators of the STs working in their classrooms.

It is recommended that Drake University examine the possibility of offering MT training and support through the experienced educators currently serving as USs. Mentor teachers surveyed in this study expressed an interest in more communication with the supervisors assigned to their STs. Utilizing USs as

trainers and coaches holds the potential for fostering ongoing communication and collaboration among the members of the ST triad (Nagel et al., 1991). Such an approach would also allow student teaching program personnel to offer MT training and support options of greater variety and flexibility.

Ask for Mentor Teacher Input. It is also suggested that MTs be involved in the design and implementation of the recommendations described in this section. The high rate of return for fall and spring MT surveys would appear to indicate a degree of MT investment in Drake University's student teaching program and a desire to have impact upon the quality of teachers entering mentors' chosen profession. Obtaining MT input and involving MTs in student teaching program changes is in keeping with findings from other studies (Koerner, 1992; Graham, 1997).

Recommendations for mutual MT-ST training, flexibility in MT training options, training in Cognitive Coaching, provision of ongoing support, utilization of the USs as "trainers of trainers," and involvement of MTs in implementation are derived from the findings of this study and other cited research. At their core, each of these recommendations is designed to build communities of experienced teachers who base their practice on research (Martin, 1997) and "norms of collegiality" (Richardson-Koehler, 1988, p. 33). Fostering the professional development of MTs through training from and collaboration with university ST programs presents the profession with powerful opportunities to reshape ways in which preservice teachers learn to think about their craft.

Implications for Further Research

The findings of this study and implementation of the recommendations as set forth in the previous section have implications for further research. Mentor teachers bring to their work with STs a wide variety of experiences which shape, not only their beliefs about mentoring STs, but also views regarding the value of sources of training and support for their role. A single intervention, such as the listserv employed in this study, is not likely to meet, in meaningful ways, the needs of all MTs. Additional study is required regarding the interaction among, and impact of, coordinated, seamless sources of MT support. It would also be valuable to understand how MT input and choice regarding training and support for their work with STs affects their beliefs about the value of these approaches to training and support.

The training needs of first-time mentors may differ from the types of support experienced MTs find valuable. Further study regarding the needs of novice and experienced MTs needs to be done. Such study might also address questions about the effects of training for first-time mentors on their subsequent work with STs.

Mentor teachers in this and other studies seem to view experience as a valued end, in and of itself, to student teaching. In citing the importance of experience, MTs also appear to devalue the need to help STs connect daily practice to underlying theory and principles. Cognitive Coaching is deemed to have benefits for both the coach and coachee in terms of making underlying

assumptions apparent. An additional area of research suggested by the findings of this study lies in the area of Cognitive Coaching's potential impact upon MTs who utilize coaching strategies with their STs. In what ways do coaching conferences help MTs become aware of the principles upon which they draw in making teaching decisions? Do teachers who employ coaching techniques experience a shift in their thinking regarding the importance of helping STs connect theory and practice?

Finally, it has been suggested that the US role be redefined to include facilitation of MT training. Investigation about the impact of MT training conducted by USs will be important. Related inquiry into US preparation for training responsibilities and changes in MT-ST-US relationships should be pursued.

Conclusion

The introduction of this study began with the story of a young scholar seeking a greater understanding of fruit. The scholar sought the advice of an expert, who sent him on his journey with a map of the route. The detailed directions given by the well-intentioned and knowledgeable merchant did not provide the scholar with guidance for interpreting his experience. As a result, the young man's taste of apple blossoms in the springtime orchard resulted in fundamental misconceptions about the flavor and appearance of fruit. The merchant, with training and an understanding of the limitations of experience without guided interpretation, may very well have conducted his interactions with

the scholar differently. As such, the story provides a tidy metaphor for the importance of MT training and the potential impact of MT training on the student teaching experience.

The MT role requires a complex set of skills and dispositions extending beyond mere modeling of teaching technique. Mentor teachers must help STs interpret the daily events of classroom teaching, revealing the mentors' decision-making processes and coaching STs toward reflective practice. Yet, such "mentoring does not always happen intuitively" (Enz & Cook, 1992, p. 14).

Mentor teacher training is a common refrain in the student teaching literature. However, before imposing such training on classroom practitioners, it is important to understand MTs' views of the resources available to them in working with STs. Data about the ways in which MTs report interacting with STs, as well as the informational sources upon which they draw in addressing the challenges associated with MT-ST relationships provide a critical frame of reference for structuring the development of meaningful training and support systems.

The findings of this study present an opportunity to change the juxtaposition of the metaphor. Instead of associating the merchant and scholar characters with MTs and STs, one might aptly identify MTs with the scholar and training systems as indicative of the merchant's role. Mentor teachers seeking support for their role may not reap benefits from one-time training encounters that ignore their beliefs, prior knowledge, and experiences. The limitations of

such training approaches are magnified throughout the course of the student teaching semester if MTs proceed without the types of ongoing support they value.

Senge (1990) expressed the need to move beyond prescriptions to understanding of the thinking underlying problematic situations. He wrote, "Don't push growth; remove the factors limiting growth" (p. 95). In order to foster fruitful student teaching experiences, prescriptions for MT training must not preclude a careful examination of MTs' beliefs and perceptions.

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Appendix A: Mentor Teacher Survey Fall 1998, Spring 1999

Drake University
Mentor Teacher Survey
Fall 1998

Please Note: In this survey, the term mentor teacher refers to the cooperating teacher role.

1. At what level(s) do you teach? Please check all that apply.

- ☐ preschool
- ☐ elementary
- ☐ middle school/junior high
- ☐ high school

2. How many years have you been a teacher?

years

3. How many times have you served as a mentor for a student teacher?

times

4. Of the total number of times you have served as a mentor teacher, how many times have you worked with a Drake University student teacher placed in your classroom?

times

5. Did you attend the mentor teacher orientation offered by Drake University at the beginning of the current semester? Please check the applicable line.

- ☐ yes
- ☐ no, but I have attended Drake University mentor teacher orientation in the past
- ☐ no (If you mark this line, please proceed to item eight.)

6. How effective was Drake University's mentor teacher orientation meeting in equipping you for your role as a mentor?

- | | | | | |
|------------|------------|------------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| not at all | marginally | moderately | effective | very |
| effective | effective | effective | | effective |

7. What aspects of Drake University's mentor teacher orientation meeting caused you to rate the meeting as you did in item six?

During the current semester, did you utilize your Drake University student teaching handbook as a source for understanding your mentoring role? Please check the applicable line.

- ☐ yes
☐ no, but I have utilized Drake University's student teaching handbook in the past as a source for understanding my mentoring role
☐ no (If you mark this line, please proceed to item eleven.)

How effective was Drake University's student teaching handbook in helping you understand your role as a mentor teacher?

- | | | | | |
|------------|------------|------------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| not at all | marginally | moderately | effective | very |
| effective | effective | effective | | effective |

What components of Drake University's student teaching handbook caused you to rate the handbook as you did in item nine?

During the current semester, did you utilize your Drake University supervisor as a source for mentoring information? Please check the applicable line.

- ☐ yes
☐ no, but I have utilized a Drake University supervisor in the past as a source for mentoring information
☐ no (If you mark this line, please proceed to item fourteen.)

How effective was learning mentoring information through a Drake University supervisor?

- | | | | | |
|------------|------------|------------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| not at all | marginally | moderately | effective | very |
| effective | effective | effective | | effective |

What aspects of utilizing a Drake University supervisor as a source for mentoring information caused you to rate the process as you did in item twelve?

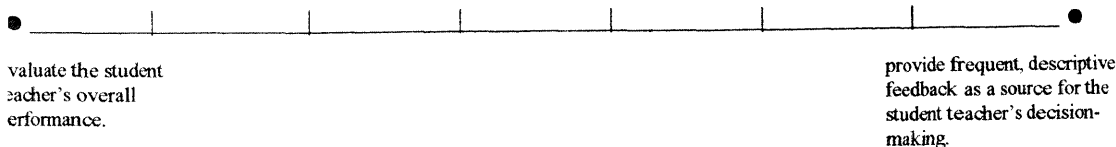
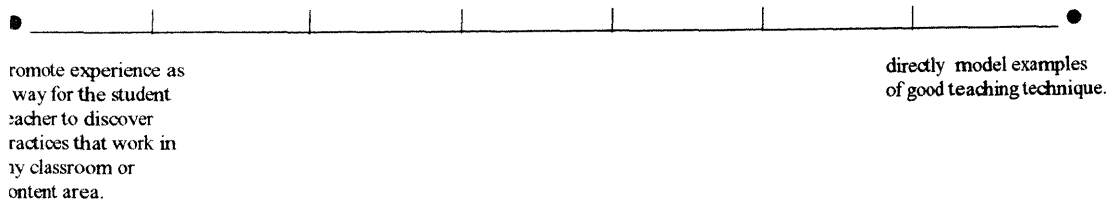
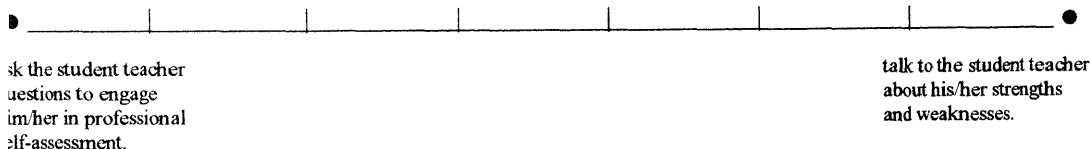
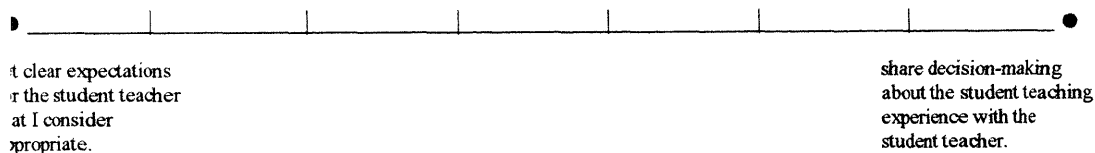
f. Mentor teachers work with student teachers in a variety of ways. **What mentoring practices are most true of your approach?**

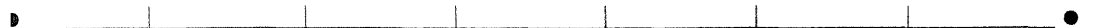
Directions: Please place an X on one of the six vertical marks of each continuum below to show which practices you are more likely to utilize. An X on the vertical mark at either end of the continuum indicates the corresponding practice is one you adhere to strongly.

Example: This respondent prefers to emphasize the student teacher's strengths in post-lesson conferencing. Although the respondent utilizes discussion of strengths as a mentoring practice more frequently, the position of the mark also shows s/he will sometimes focus on areas of the student teacher's practice needing improvement.




When I mentor student teachers I generally find it most effective to:





focus the student teacher's attention on improvement of his/her teaching and management skills.

 dialogue with the student teacher about theories and principles that underlie decisions about teaching practice.



consider the student teacher's level of professional development in assigning teaching responsibilities.

 adhere to the student teaching calendar in assigning teaching responsibilities.

5. As a mentor teacher, what specific mentoring and communication skills do you find most challenging in working with student teachers?

Directions: Please rate each item in the list below according to the degree you find the mentoring/communication skill challenging. Use the four-point scale shown below.

- 4 = very challenging
 3 = challenging
 2 = somewhat challenging
 1 = not at all challenging

As a mentor teacher, I find it challenging to:

- _____ develop both a personal and professional relationship with the student teacher.
- _____ pace the student teaching experience to match the student teacher's development.
- _____ provide opportunity for the student teacher to try new strategies.
- _____ use a variety of observation techniques.
- _____ provide the student teacher with ongoing written feedback.
- _____ provide the student teacher with constructive criticism.
- _____ ask questions to engage the student teacher in reflective dialogue about his/her teaching and beliefs.
- _____ utilize the supervision process (pre-observation conference, observation, post-observation conference) with the student teacher.
- _____ conference daily with the student teacher about his/her teaching.
- _____ participate in conferences with the student teacher and university supervisor.
- _____ other. Please specify. _____

From what sources do you seek training and/or support in addressing the mentoring and communication skills you find most challenging?

Directions: Please rate each item in the list below according to the degree you utilize it as a source of training and support for your mentoring role. Use the four-point scale shown below.

4 = utilize extensively

3 = utilize

2 = utilize occasionally

1 = do not utilize at all

Sources of training and support for my mentoring role include:

- _____ the Drake University mentor teacher orientation meeting.
- _____ the Drake University student teaching handbook.
- _____ the Drake University student teaching supervisor.
- _____ my own past experience as a student teacher.
- _____ a colleague with experience as a mentor teacher.
- _____ my own past experiences as a mentor teacher.
- _____ an administrator.
- _____ graduate coursework.
- _____ staff development training or workshops.
- _____ reading of related books or journal articles.
- _____ technology (e.g. a listserve or website).
- _____ other. Please specify. _____

7. How did you become involved in working with student teachers as a mentor teacher?

8. How important is training to you? What issues would you like to see addressed in the training and support of Drake University's mentor teachers?

9. In terms of frequency and delivery mode, what would be the most effective method(s) of training and supporting mentor teachers who work with Drake University's student teachers?

**Drake University
Mentor Teacher Survey
Spring 1999**

Case Note: In this survey, the term mentor teacher refers to the cooperating teacher role.

At what level(s) do you teach? Please check all that apply.

- ☐ preschool
- ☐ elementary
- ☐ middle school/junior high
- ☐ high school

How many years have you been a teacher?

years

How many times have you served as a mentor for a student teacher?

times

Of the total number of times you have served as a mentor teacher, how many times have you worked with a Drake University student teacher placed in your classroom?

times

Did you attend the mentor teacher orientation offered by Drake University at the beginning of the current semester? Please check the applicable line.

- ☐ yes
- ☐ no, but I have attended Drake University mentor teacher orientation in the past
- ☐ no (If you mark this line, please proceed to item eight.)

How effective was Drake University's mentor teacher orientation meeting in equipping you for your role as a mentor?

- | | | | | |
|------------|------------|------------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| not at all | marginally | moderately | effective | very |
| effective | effective | effective | | effective |

What aspects of Drake University's mentor teacher orientation meeting caused you to rate the meeting as you did in item six?

Please continue to the next page.

During the current semester, did you utilize your Drake University student teaching handbook as a source for understanding your mentoring role? Please check the applicable line.

- ☐ yes
☐ no, but I have utilized Drake University's student teaching handbook in the past as a source for understanding my mentoring role
☐ no (If you mark this line, please proceed to item eleven.)

How effective was Drake University's student teaching handbook in helping you understand your role as a mentor

- | | | | | |
|------------|------------|------------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| not at all | marginally | moderately | effective | very |
| effective | effective | effective | | effective |

What components of Drake University's student teaching handbook caused you to rate the handbook as you did in item nine?

During the current semester, did you utilize your Drake University supervisor as a source for mentoring information? Please check the applicable line.

- ☐ yes
☐ no, but I have utilized a Drake University supervisor in the past as a source for mentoring information
☐ no (If you mark this line, please proceed to item fourteen.)

How effective was learning mentoring information through a Drake University supervisor?

- | | | | | |
|------------|------------|------------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| not at all | marginally | moderately | effective | very |
| effective | effective | effective | | effective |

What aspects of utilizing a Drake University supervisor as a source for mentoring information caused you to rate the process as you did in item twelve?

During the current semester, did you utilize the Drake University mentor teacher listserv as a source for mentoring information?

_____ yes

_____ no, I couldn't subscribe because I don't have access to e-mail (If you mark this item, please proceed to item seventeen.)

_____ no, I chose not to subscribe (If you mark this item, please proceed to item seventeen.)

How effective was the Drake University mentor teacher listserv in providing you with information to support your mentoring role?

1
not at all
effective

2
marginally
effective

3
moderately
effective

4
effective

5
very
effective

What aspects of utilizing the mentor teacher listserv caused you to rate the listserv as you did in item fifteen?

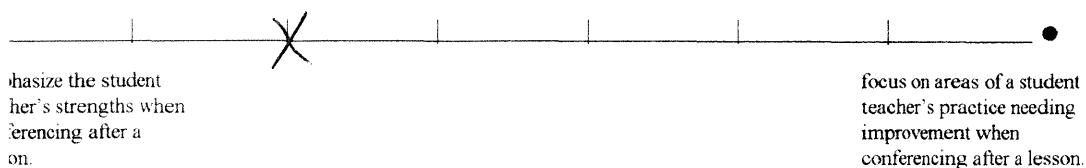
What recommendations would you make regarding the continuation of the mentor teacher listserv? Please explain.

Please continue to the next page.

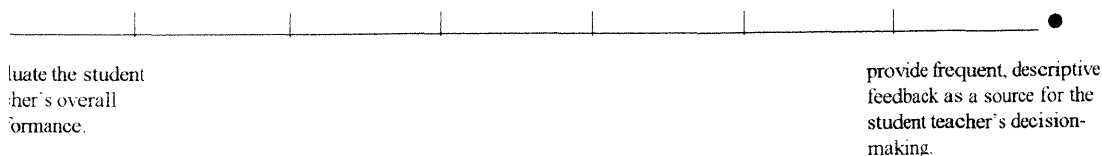
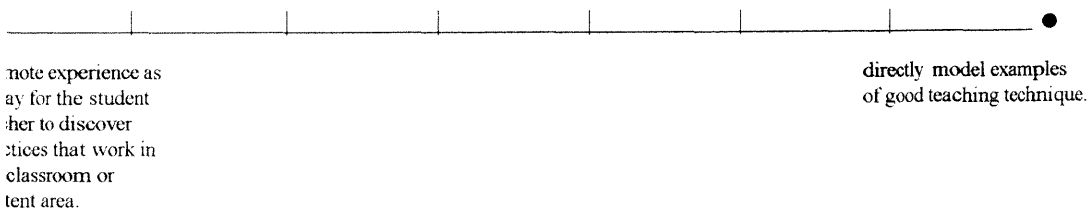
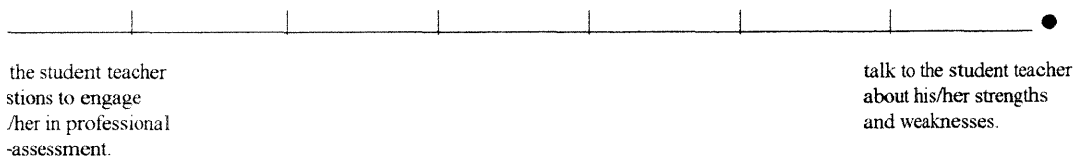
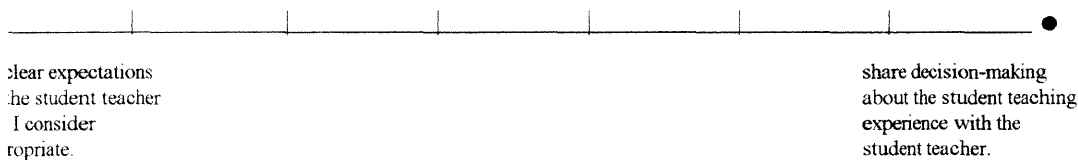
Mentor teachers work with student teachers in a variety of ways. **What mentoring practices are most true of your approach?**

Directions: Please place an X on one of the six vertical marks of each continuum below to show which practices you are more likely to utilize. An X on the vertical mark at either end of the continuum indicates the corresponding practice is one you adhere to strongly.

Example: This respondent prefers to emphasize the student teacher's strengths in post-lesson conferencing. Though this respondent utilizes discussion of strengths as a mentoring practice more frequently, the position of the mark also shows s/he will sometimes focus on areas of the student teacher's practice needing improvement.



When I mentor student teachers I generally find it most effective to:



Consider the student teacher's level of professional development in assigning teaching responsibilities.

adhere to the student teaching calendar in assigning teaching responsibilities.

Please continue to the next page.

From what sources do you seek training and/or support in addressing the mentoring and communication you find most challenging?

Directions: Please rate each item in the list below according to the degree you utilize it as a source of training and support for your mentoring role. Use the four-point scale shown below.

- 4 = utilize extensively
- 3 = utilize
- 2 = utilize occasionally
- 1 = do not utilize at all

Sources of training and support for my mentoring role include:

- _____ the Drake University mentor teacher orientation meeting.
- _____ the Drake University student teaching handbook.
- _____ the Drake University student teaching supervisor.
- _____ my own past experience as a student teacher.
- _____ a colleague with experience as a mentor teacher.
- _____ my own past experiences as a mentor teacher.
- _____ an administrator.
- _____ graduate coursework.
- _____ staff development training or workshops.
- _____ reading of related books or journal articles.
- _____ technology (e.g. a listserv or website).
- _____ other. Please specify. _____

How did you become involved in working with student teachers as a mentor teacher?

How important is training to you? What issues would you like to see addressed in the training and support of Drake University's mentor teachers?

In terms of frequency and delivery mode, what would be the most effective method(s) of training and supporting mentor teachers who work with Drake University's student teachers?

Appendix B: Letter to Invite Participation in the Study Fall 1998, Spring 1999



SCHOOL OF EDUCATION
DEPARTMENT OF TEACHING
AND LEARNING

November 9, 1998

[REDACTED]
Westridge Elementary School
5500 E.P. True Parkway
Des Moines IA 50266

Dear [REDACTED] :

The attached survey instrument concerning mentor teachers' perceptions regarding their role in working with Drake University student teachers is part of my graduate thesis research. Carried out in conjunction with the Drake University Student Teaching Program, this project focuses on the types of training and support mentor teachers value. The results of the study will provide information for the development of improved support and resources for educators mentoring Drake University's student teachers during their student teaching semester.

I am particularly desirous of obtaining your responses because your experience in mentoring student teachers will provide important perspective in developing useful sources of mentor teacher support and training. I would appreciate your cooperation in **completing the enclosed form prior to November 17** and returning it in the postage paid envelope enclosed. The envelope is coded with a number which will allow me to tally surveys returned. Once the survey form is removed from the return envelope, your responses will be anonymous and kept in strictest confidence.

I will be pleased to send you a summary of the survey results if you desire. To receive a copy of the results, call me at 271-1874. Thank you for your time and assistance.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Epp".

Stephanie Epp
Graduate Assistant for the
Student Teaching Program



SCHOOL OF EDUCATION
DEPARTMENT OF TEACHING
AND LEARNING

March 30, 1999

[REDACTED]
Waydel High School
301 NE 7th Street
Des Moines, IA 50313

Dear [REDACTED]:

The attached survey instrument concerning mentor teachers' perceptions regarding their role in working with Drake University student teachers is part of my graduate thesis research. Carried out in conjunction with the Drake University Student Teaching Program, this project focuses on the types of training and support mentor teachers value. The results of the study will provide information for the development of improved support and resources for educators mentoring Drake University's student teachers during their student teaching semester.

I am particularly desirous of obtaining your responses because your experience in mentoring student teachers will provide important perspective in developing useful sources of mentor teacher support and training. I would appreciate your cooperation in **completing the enclosed form prior to April 14** and returning it in the postage paid envelope enclosed. The envelope is coded with a number which will allow me to tally surveys returned. Once the survey form is removed from the return envelope, your responses will be anonymous and kept in strictest confidence.

I will be pleased to send you a summary of the survey results if you desire. To receive a copy of the results, call me at 271-1874. Thank you for your time and assistance.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Epp".

Stephanie Epp
Graduate Assistant for the
Student Teaching Program

Appendix C: Listserv Directions for Mentor Teachers

Spring 1999 Mentor Teacher Listserv Directions

To subscribe to the listserv do the following one time only:

1. Open your e-mail account.
2. Address message to: **mailserv@acad.drake.edu**
3. Skip the subject line and press return.
4. In the body of the message section type the following message:
SUBSCRIBE MENTOR-L *First name Last name*
5. Send the message.
6. After a few minutes, depending on how busy the computer is, you will get a message that you have new mail.
7. Choose your welcome message from the menu and open to read.

To read messages on the mentor teacher listserv:

1. Open your e-mail account.
2. Read messages that are marked as received from PMDF Mailserv v5.2.

To reply to messages on the mentor teacher listserv:

1. After reading a listserv message or messages, hit the reply button on your e-mail.
2. Type your reply response, being sure to include your name as a signature to the message. You may also wish to add your personal e-mail address so that mentor teachers can contact you for more information regarding your response on an individual basis.
3. Send the reply message.

Note: Your reply will be a public message to all mentor teachers on the listserv.

To send a public message to all of the mentor teachers on the listserv:

1. Open your e-mail account
2. Address the message to: **MENTOR-L@acad.drake.edu**
3. Label the message with a subject.
4. Type your message, being sure to include your name as a signature to the message. You may also wish to add your personal e-mail address so that mentor teachers on the listserv can contact you for more information regarding your response on an individual basis.
5. Send the message.

(over for more directions)

o send a private message to the listserv coordinator, Stephanie Epp:

1. Open your e-mail account.
2. Address the message to: **sac003@drake.edu**
3. Type the subject and body of your message.
4. Send the message.

you have problems in using the listserv:

1. Open your e-mail account.
2. Address the message to: **system@acad.drake.edu**
3. Type the message indicating the nature of the problem.
4. Send the message.

ther URL addresses on the Internet I invite you to use:

1. Drake University School of Education: **<http://www.educ.drake.edu>**
2. Teaching and Learning Department Pages:
<http://www.educ.drake.edu/T&L/opening.html>

Appendix D: Communication to Mentor Teachers about the Listserv



SCHOOL OF EDUCATION
DEPARTMENT OF TEACHING
AND LEARNING

January 18, 1999

Dear Mentor Teachers:

Thank you for your service in working with a Drake University student teacher this semester. In order to provide you with ongoing support for your mentoring role, a listserv, which you can easily access through your e-mail account, has been established. A listserv is a type of interactive discussion group which allows subscribers to read and post information at their convenience. The purposes of the mentor teacher listserv are as follows:

1. To provide information on Cognitive Coaching strategies (Costa and Garmston) in working with student teachers
2. To provide a forum for mentor teachers to share their expertise and ideas in working with student teachers
3. To provide mentor teachers with an opportunity to ask questions and receive feedback regarding working with student teachers
3. To provide ongoing support from Drake University after mentor teacher orientation and between supervisor visits

Attached to this letter are directions for subscribing to the mentor teacher listserv. Please take a few minutes to subscribe. I will post new Cognitive Coaching tips to the listserv on a biweekly basis. However, the real power of the listserv lies in your participation. Check the listserv for messages whenever you log on to your e-mail account, and add your own ideas, tips, and success stories about working with student teachers to the discussion.

I look forward to communicating and learning with you!

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Epp".

Stephanie Epp
Graduate Assistant for the
Student Teaching Program



SCHOOL OF EDUCATION
DEPARTMENT OF TEACHING
AND LEARNING

March 3, 1999

Dear Mentor Teacher:

The Drake University mentor teacher listserv has been active for several weeks, and I encourage you to participate in the online discussions regarding the coaching of student teachers. The mentor teacher listserv can be accessed through home or school e-mail accounts and automatically posts e-mail messages exchanged among mentor teachers on mentoring issues. You can read listserv messages when you log on to your e-mail account, and you can post comments or questions to the other Drake University mentor teachers by simply addressing a reply e-mail message.

Designed to provide you with **convenient**, easily accessible support for your mentoring role, the purposes of the mentor teacher listserv are as follows:

1. To provide information on Cognitive Coaching strategies (Costa and Garmston) in working with student teachers
2. To provide a forum for mentor teachers to share their expertise and ideas in working with student teachers
3. To provide mentor teachers with an opportunity to ask questions and receive feedback regarding working with student teachers
4. To provide ongoing support from Drake University after mentor teacher orientation and between supervisor visits

To date, the listserv has had information on conducting a planning conference with your student teacher and using paraphrasing and questioning to promote student teacher reflection. **Please take a few minutes to subscribe to the mentor teacher listserv using the directions enclosed with this letter** and add your own ideas to the discussion. Your work with a Drake University student teacher is appreciated!

Sincerely,

Stephanie Epp
Graduate Assistant for the
Student Teaching Program



SCHOOL OF EDUCATION
DEPARTMENT OF TEACHING
AND LEARNING

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Stephanie Epp
Graduate Assistant for the
Student Teaching Program



SCHOOL OF EDUCATION
DEPARTMENT OF TEACHING
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